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ABSTRACT

During the 1975-76 school year, the Follow Through Program operated in grades kindergarten through third in four elementary schools, and in two nongraded primary schools. The Atlanta Follow Through Program implements the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. The Interdependent Learning Model presents a method of teaching which emphasizes language development, the use of small groups, instructional games, and teamwork. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services. The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. A summary of the cost data is presented after the component narratives. The report ends with conclusions and recommendations based on the activities and findings of all the components. (Author)

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RESEARCH AND EVALUATION REPORT

VOL. X, NO.10 MARCH, 1977

FOLLOW THROUGH FINAL REPORT

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Atlanta Public Schools

Atlanta, Georgia

RESEARCH AND EVALUATION REPORT

Vol. X, No. 10 March 1977

FOLLOW THROUGH FINAL REPORT
1975-76

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INTRODUCTION

During the 1975-76 school year, the Follow Through Program operated in grades kindergarten through third in four elementary schools, English Avenue, John Hope, Dean Rusk, and Wesley Avenue, and in the two nongraded primary schools, English Avenue and Grant Park. The Atlanta Follow Through Program implements the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. This model has six goals: (1) to develop children who are interdependent as well as independent; (2) to develop children who have a positive self-concept; (3) to develop children who have a positive attitude toward learning; (4) to develop children who are physically, socially, and emotionally healthy; (5) to develop parents who are enthusiastic and knowledgeable about their children's progress; and (6) to promote community involvement in the learning process. The Interdependent Learning Model presents a method of teaching which emphasizes language development, the use of small groups, instructional games, and teamwork. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services for the eligible pupils in the program. Ninety to 95 per cent of the Follow Through pupils in 1975–76 were classified as eligible.

The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. The objectives of the component are presented first. The objectives are followed by brief descriptions of the activities performed during 1975–76 to meet the component's objectives. The results of the various activities implemented are presented next. The results of each component are followed by conclusions and recommendations for the component. In some cases, several components were involved in an activity. These cases have been noted; most often, results and summary remarks are included in the narrative of the component with the most involvement and/or responsibility for the activity. A summary of the cost data is presented after the component narratives. The report ends with conclusions and recommendations based on the activities and findings of all the components.

This report was prepared by the research assistant in the Division of Research and Evaluation and the evaluation assistant on the Atlanta Follow Through staff. Each component narrative was written with the assistance of the Follow Through staff member(s) primarily responsible for the component's activities. Staff members are identified in the 1975–76 Follow Through Staff Roster. See Appendix. The model sponsor gave assistance by providing information about data analyses completed by the sponsor staff. These data are identified in the report.

ADMINISTRATION

Objectives

1. Each Follow Through staff member will establish priorities for 1975–76 with commitment to individual objectives.
2. Facilities and opportunities will be provided for each Follow Through staff member to achieve the objectives related to his/her specific job.
3. Follow Through ideas, techniques, and materials will be disseminated to the extent that personnel and materials are available.
4. All Follow Through personnel, principals, and Policy Advisory Council (PAC) will be involved in developing the proposal for the ensuing year.
5. Collaboration among the administrators of the Atlanta Follow Through Program, model sponsor, Atlanta Public Schools, PAC, and others will facilitate the operation and implementation of the Interdependent Learning Model in the Atlanta Follow Through schools.

Activities

— Needs assessment meetings were led by the sponsor for the Follow Through central staff and each Follow Through school during October 1975.

— Long range planning sessions were held at the beginning of the school year to establish objectives for the year.

— Action plans and activity logs were completed each week by professional personnel. The plans and logs included short-term objectives which were made as needed throughout the year.

— The "Percentage Game" was developed and used to help personnel establish objectives based on needs and to establish priorities in working toward their objectives.

— Midyear and final performance reports were written.

— Pupil eligibility and roster information, as well as achievement data, were collected from each school and distributed to instructional teams, comprehensive services, and evaluation personnel.

— A Follow Through training plan was set up whereby training was conducted by the sponsor and central staff for teacher trainers. Teacher trainers in turn trained instructional staff at the school level.

— Central staff meetings were held monthly; principals and PAC members were invited.

— Arrangements were made for the Sponsor's Third Annual Midwinter Retreat which was held in Atlanta. Principals, teacher representatives, and PAC members were invited.

— Discussions were held with area and assistant superintendents of the Atlanta Public Schools regarding school closings.

— PAC leaders established city-wide and local PAC meeting dates and training schedules.

— A Follow Through principals' workshop was held on April 27 and 28, 1976 at Callaway Gardens. It was sponsored jointly by the Atlanta Follow Through Program and the model sponsor. The purpose of the workshop was to have instructional personnel provide principals with an overview of model-related activities, to clarify roles, and to discuss other pertinent issues.

— A teaching team conference was held at Unicoi on June 17 and 18, 1976. A major focus of the conference was the use of cooperative games.

— An instructional staff retreat was held in July 1976. The purpose of the retreat was to study the relationship between the Follow Through Program and the Elementary Curriculum Development Program (ECD).

— Arrangements were made for training workshops for teachers and aides in July and August 1976. Workshop topics were "Selecting Books for and About Black Children" and "Learning Centers in Follow Through Classrooms."

— Routine aspects of administration were carried out: supplying tangible needs (typing, duplicating), purchasing requested items (within budget limitations), arranging for school-level field trips, and insuring that parent permission was obtained for specific Follow Through activities.

— The expertise of various components was shared with others based upon request and need.

— Atlanta Follow Through personnel participated in the State Early Childhood Conference held at Unicoi in May 1976.

— Game sheets were distributed to non-Follow Through schools.

— The Atlanta Follow Through Program was explained to visitors at the central office and at the Follow Through schools.

— Presentations about the Atlanta Follow Through Program were made by Follow Through personnel to university classes, non-Follow Through groups in the Atlanta Public Schools, and groups from other school systems.

— School level and component meetings were held to develop specific aspects of the proposal. A representative from each group meeting reported to a central group.

— Committees were assigned to write progress reports and objectives for the next year for each component. Reports were reviewed, edited, and typed by other involved persons.

— A sponsor-principals' conference was held to approve the proposal and the Sponsor-Project Agreement.

— The proposal was submitted for review to the city-wide PAC, the Superintendent of Atlanta Public Schools, and Economic Opportunity Atlanta (EOA).

— The Follow Through director and PAC chairman held discussions frequently to determine ways to involve parents in all aspects of the program.

— The Parent Involvement Conference held at Buford, Georgia on April 23 and 24, 1976 was planned cooperatively by Atlanta Follow Through staff, PAC, state officials, and model sponsor.

— The Follow Through director shared with the system's cabinet members information concerning implementation of the program.

— Close and continuous communication was kept between the Atlanta Follow Through director and the model sponsor director concerning all aspects of the program.

— Discussions were held throughout the year with the Follow Through project officer in Washington, D. C.

— The State Early Childhood Conference was planned cooperatively by the Atlanta Follow Through Program director, other Georgia Follow Through Program directors, and State officials.

Results

— Follow Through central and local staff members and principals attended appropriate needs assessment sessions. Priorities were assigned to established needs.

— Objectives were evaluated at midyear, and changes were made as needed.

— Ninety-five per cent of the action plans and activity logs were returned regularly.

— Follow Through program assistants, teachers, and principals reported that use of the "Percentage Game" assisted them in establishing priorites for needs and objectives.

— Midyear and final performance reports were completed and submitted to the U. S. Office of Education.

— Sponsor staff, program assistants, and other Follow Through central staff carried out training as established in the training plan.

— Staff attendance at monthly staff meetings was good. Attendance by principals and parents at these meetings was irregular.

— Staff and parent attendance at the Sponsor's Midwinter Retreat was good. Teachers from one Follow Through school declined to attend, and few principals attended all sessions.

— Parents reported having developed skills as a result of attending workshops and meetings. They reported and/or were observed using their newly developed skills while volunteering in the classroom and in carrying on their own activities.

— Attendance at the principals' workshop was good. All six Atlanta Follow Through principals and 17 members from the Atlanta Follow Through, New York Follow Through, and model sponsor staffs attended. In general, principals became aware of the need for them to become more involved in model implementation in their respective schools.

— Approximately 50 persons attended the teaching team conference. Participants reported that the workshops on cooperative games were successful, that the conference reinforced their commitment to the program, and that they appreciated the effort to meet one of the needs expressed in the needs assessment sessions.

— Participants in the instructional staff retreat reported that they found ECD and Follow Through to be totally compatible and that the transition to ECD could be made with no interruption in the Follow Through Program.

— Ninety Follow Through teachers, aides, and central staff members attended the summer workshops. Participants reported that the workshops provided useful ideas and materials.

— All routine administrative requests for supplies, services, and field trips were filled within time and budget limitations.

— Cooperation among components was demonstrated in staffings held regarding children and in the "consultant type" service provided to other components for workshops and retreats.

— Eleven Follow Through staff members participated in the State Early Childhood Conference. They reported that persons from other areas of

Georgia expressed a tremendous interest in the Atlanta Follow Through Program. Requests for materials and workshops were received from conference participants.

— Individuals in the System and in other school systems reported that the game sheets and other materials they received were helpful.

— All proposal activities were carried out as planned with the full participation of Follow Through staff, teachers, principals, and PAC members. Agreement to necessary implementation items in the proposal and Sponsor-Project Agreement was reached between the model sponsor, project director, and Follow Through principals. The proposal was approved by the city-wide PAC, the Superintendent of the Atlanta Public Schools, and Economic Opportunity Atlanta (EOA).

Conclusions

1. It was the opinion of the director and other individuals involved in the various planning and reporting activities that these activities provided direction for future planning, opportunities for continuous evaluation, and assistance in scheduling and organizing time effectively. The following activities were reported to have been successful: needs assessment meetings, action plans, activity logs, "Percentage Game," and midyear and final progress reports.

2. Staff has become more knowledgeable about model processes, roles have become better clarified, and communications have improved as a result of implementation of the training plan, central staff meetings, PAC meetings and workshops, principals' retreat, Midwinter Sponsor Retreat, training from summer workshop, instructional staff retreat, and shared services among components. (Specific details are reported by component.)

3. The positive impact of Follow Through on educational personnel in general has been demonstrated by continuous requests for Follow Through materials and workshops. Presentations to others have fostered clarification of the philosophy and goals of the model.

4. The involvement of staff and interested persons has resulted in the bringing together of school and community resources to plan a comprehensive program for meeting the educational, physical, social, and psychological needs of children.

5. Progress in the implementation of the Follow Through Program has been facilitated by the cooperation of administrators from the Atlanta Public Schools, Atlanta Follow Through Program, PAC, model sponsor, and the State Department of Education.

Recommendations

1. Action plans and activity logs should be continued.

2. Regular staff meetings with efforts to include PAC members and principals should continue.

3. Dissemination should continue to the greatest extent possible.

4. Staff, PAC, and community should continue to participate in the development of the program as well as in writing the proposal.

5. Training efforts should emphasize an in-depth understanding of model implementation and its relationship to the System's overall instructional program.

6. Follow Through principals should demonstrate more involvement in model implementation in their schools.

7. The Atlanta Follow Through Program should indicate that its instructional efforts at each Follow Through school are coordinated with the school's instructional objectives.

8. The organization of the Atlanta Follow Through Program should be examined to determine if a more effective and efficient use of personnel at central and local staff levels is feasible.

9. Efforts should be made to delineate specifically those aspects of the program which are determined to be most successful. Aspects of the program for which success cannot be demonstrated should either be continued with appropriate justification, be modified, or be eliminated.

INSTRUCTION/STAFF DEVELOPMENT

Objectives

1. Model implementation by teaching teams will increase as Follow Through staff becomes more knowledgeable about model-related processes.
2. Transition of Follow Through pupils to the intermediate grades will be facilitated.
3. Follow Through instructional staff will become more independent in evaluating instruction and making decisions for improvement of curriculum.
4. Model implementation in the classroom will be facilitated by staff supplying resource information and by developing, producing, and/or providing materials.
5. Follow Through paraprofessionals enrolled in the Supplementary Training Program will complete 26 quarter hours of college credit during the 1975–76 school year.

Activities

— A needs assessment was conducted with each school staff at the beginning of the school year to identify both problems in model implementation and training needs. Eight meetings were conducted and 46 classrooms were observed.

— A training program was planned and implemented on a continuing basis throughout the year. This program was individualized both for program assistants and individual teaching teams at each school.

— Training for the teacher trainer was presented in nine workshops and included these topics: classroom organization for self-scheduling, self-record keeping and self-evaluation, ethnicity, cooperative games, child management, and ways for trainers to handle resistance to change.

— The instructional staff assisted in workshops held by staff of other components. The staff of other components assisted in workhshops held by the instructional staff.

— The instructional coordinator conducted monthly conferences in each school with the teacher trainer to assist and plan for in-service activities. Demonstrations were conducted for teacher trainers and observations were made of the trainer in each school.

— Refer to Table 1 for information related to training for teacher-trainer staff.

— Teacher trainers implemented their training with teaching teams who in turn implemented it with their children. See Table 2 for data about training activities at the individual schools.

— The Model Implementation Checklist was utilized to monitor implementation of the model and to provide immediate written feedback on various aspects of model implementation. Specific training was provided in use of the checklist.

— Reading Progress Reports were compiled monthly by each teacher. These reports included progress made by each pupil in the basal series and in the Direct Approach to Decoding (DAD) program. The program assistant at each school reviewed these reports and the progress made by individuals and groups of students. Assistance was provided to teachers as needed.

— Assistant teachers released teaching teams during the school day to participate in in-service training and conferences with the program assistant. Assistant teachers also provided one hour of planning time per teaching team per week beyond planning time provisions made by the School System.

— Parent assistants participated in training sessions during the year to improve skills in assisting program assistants.

— The program assistants served as liaisons between the Follow Through central staff and their respective schools.

— Kindergarten language development groups were conducted weekly by model-related specialists. Conferences between model-related specialists and teaching teams were held to establish appropriate daily language reinforcing techniques.

TABLE 1

TRAINING PROVIDED FOR TEACHER-TRAINER STAFF
DURING 1975-76

Training Technique	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	Central Staff
Workshops	9	8	9	9	8	9	9
Conferences	18	10	15	17	14	14	27
Demonstrations	6	4	5	4	3	8	6
Observations with Feedback	11	6	11	8	10	6	0

TABLE 2

NUMBER OF TRAINING ACTIVITIES FOR TEACHING TEAMS AT EACH SCHOOL BY TRAINING TECHNIQUE AND TOPIC FOR 1975-76

School	Training Technique	Training Topics							
		S/F/M	Learning Centers	Conversation Games	ISM	TIG	Classroom Management	Other	Total
English Avenue Elementary	Workshops	3	9	7	1	0	2	5	27
	Conferences	16	25	12	5	0	34	39	131
	Demonstrations	15	16	26	7	2	2	1	69
	Observations with Feedback	44	9	33	10	0	44	7	147
English Avenue Primary	Workshops	3	3	7	2	0	2	3	20
	Conferences	4	7	9	1	0	13	3	37
	Demonstrations	11	9	41	5	0	3	3	72
	Observations with Feedback	18	0	18	22	0	24	34	116
Grant Park Primary	Workshops	1	4	2	1	0	5	5	18
	Conferences	0	12	13	9	0	9	40	83
	Demonstrations	10	7	22	4	0	2	1	46
	Observations with Feedback	17	15	22	17	5	21	12	109
John Hope	Workshops	5	7	7	2	0	3	6	30
	Conferences	0	20	3	16	1	11	64	115
	Demonstrations	18	0	17	19	9	4	5	72
	Observations with Feedback	12	0	35	36	2	28	30	143
Dean Rusk	Workshops	3	6	4	0	0	1	7	21
	Conferences	0	14	28	1	0	4	8	55
	Demonstrations	19	8	36	3	0	0	6	72
	Observations with Feedback	44	4	37	32	0	34	7	158
Wesley Avenue	Workshops	1	4	3	2	0	4	4	18
	Conferences	7	23	2	8	6	23	43	112
	Demonstrations	19	4	18	13	1	0	1	56
	Observations with Feedback	40	0	28	30	0	35	6	139

S/F/M — Street/Folk/Music Games.
ISM — Integrated Skills Method.
TIG — Transactional Instructional Games.

— In addition to training at the school level, various teaching team members from each school participated in teacher training workshops, the model sponsor training retreat, and summer workshops. The summer sessions consisted of two sessions on learning centers and three sessions on "Selecting Books for and about Black Children."

— A training program for instructional personnel new to Follow Through was outlined and implemented in four workshop sessions.

— In order to facilitate the transition of students from Follow Through to the intermediate grades, specific in-service training was made available; five workshops, 15 conferences, two demonstrations, and 19 observations were conducted with fourth grade teachers in Follow Through schools by the teacher trainer responsible for dissemination to fourth grade teachers.

— The development of an individualized instructional program in all schools continued to be promoted through greater use of diagnostic assessments and test data. Grade level and school-wide meetings were held to inform teachers of test results.

— Workshop evaluation forms were completed by each participant and trainer following all training sessions. Evaluations were used to determine general effectiveness in meeting participants' needs and to upgrade and modify future training.

— Nineteen game production workshops were held for aides by the model-related specialist for the development of instructional materials. A total of 151 aides attended these workshops and constructed 322 games.

— Seventy-five games were produced by the production staff, and 236 game directions and their game sheets were sent to teachers upon request.

— Additional materials were designed and produced by members of the teacher-trainer staff: seven master instructional bulletin boards, four math learning center formats, three Transactional Instructional Games (TIG) for use with the street/folk/musical games, three cooperative games, and a percentage game.

— Follow Through personnel, both from the central staff and in each school, made use of resources within the community. Emphasis was placed on visiting local sites of interest on walking field trips. New professional literature was made available, and a lending library of professional books and materials was available in each school.

— Resource personnel from the area office were used as consultants for science workshops.

— Sixteen Follow Through paraprofessionals were trainees in the Supplementary Training Program.

— The trainees included two teacher aides from English Avenue Elementary, three from English Avenue Primary, two from Grant Park Primary, two from John Hope, two from Wesley Avenue, and three assistant teachers and two health aides from the Follow Through central office.

— The sixteen trainees completed the following courses during the 1975–76 school year: Elementary Curriculum (two quarter hours), Children's Literature (three quarter hours), Reading I (two quarter hours), Reading II (three quarter hours), Methods in Early Childhood Education (five quarter hours), Education of the Young Child (five quarter hours), Language Arts (three quarter hours), and Language Development in Early Childhood Education (three quarter hours). These courses were offered through West Georgia College at Carrollton, Georgia. Two trainees completed five additional quarter hours at Atlanta Junior College. No courses were taken during working hours.

— Each trainee in the Supplementary Training Program participated in a minimum of two counseling conferences with the advisor for Supplementary Training and/or coordinator for Supplementary Training to evaluate completed coursework and to determine future coursework.

— The advisor for Supplementary Training was available throughout the year to confer with trainees about their concerns and their progress in specific courses.

Results

— The results of the Model Implementation Checklist are presented in Table 3. Model implementation in the six schools increased throughout the year. Percentages of model implementation at the beginning of the year ranged from a high of 83 per cent at Dean Rusk to a low of 42 per cent at Wesley Avenue. The program average was 64 per cent. Percentages of model implementation at the end of the year ranged from a high of 98 per cent at English Avenue Primary and Grant Park Primary to a low of 74 per cent at Wesley Avenue. The program average was 89 per cent. Wesley Avenue and English Avenue Primary had the highest gain during the school year, 32 per cent; Dean Rusk had the lowest gain during the school year, 10 per cent. Average gain for the program was 25 per cent.

— The average increase of model implemetation for teachers new to Follow Through was 10 per cent as indicated by the Model Implementation Checklist.

— Average implementation across schools of the use of Transactional Instructional Games was 66 per cent in the fall. During the year, implementation increased by an average of 19 per cent. Average implementation in the spring was 85 per cent. See Table 4 for data for individual schools.

— Average implementation across schools of specific model-related activities (street/folk/music games, conversation games, learning centers) was 63 per cent in the fall and 88 per cent in the spring, reflecting an average increase of 25 per cent. Data for individual schools are presented in Table 5.

— The teacher trainer responsible for training fourth grade teachers reported having observed in their classrooms implementation of model activities introduced in training. The fourth grade teachers at English Avenue Elementary School demonstrated a higher degree of implementation of these activities than did the fourth grade teachers at the other Follow Through schools.

— It was the opinion of the training staff and administrative personnel in the Follow Through schools that the implementation of model activities in the fourth grade facilitated the transition of the Follow Through pupils from the primary to the intermediate grades.

— Workshop evaluation forms completed by teacher trainers and teaching teams indicated that workshop topics met priority needs. Ninety-five per cent of the participants responded by checking the workshop evaluation item "Exactly what I wanted." Attendance of teaching team members at workshops averaged 94 per cent.

— Completion and review of monthly Reading Progress Reports enabled teaching teams to focus on the needs of individual pupils. Reading gains between September 1975 and June 1976 were generally 10 levels in the basal and 13 levels in the DAD Program. Reading gains are also evident in Phonic Skills Test (PST) scores between the beginning and the end of the year for second and third grade pupils. See the PST data in Table 6. PST data are also presented and discussed in the Evaluation section.

— Kindergarten teachers used the Basecheck test to assess the needs of their pupils. Progress during the school year is reflected in the gains made during the year. The average score for all Follow Through schools in the fall was 59; the end of year average score was 86. Results are discussed further in the Evaluation section.

— It was the feeling of kindergarten teaching teams that the resources provided by the model-related specialists facilitated the language development of kindergarten pupils.

— Fourteen trainees enrolled in the Supplementary Training Program completed 26 quarter hours of college credit during the 1975–76 school year. Two trainees completed 31 quarter hours of college credit during the same time period.

— As of August 1976, five participants in the Supplementary Training Program had reached their junior year of college and 11 had reached their senior year.

— Participants in the Supplementary Training Program reported having learned a great deal overall from the coursework completed during the year. They reported further that most courses were very beneficial to them in their present jobs.

Conclusions

1. The quantity and quality of the various workshops, conferences, demonstrations, and observations provided both teacher trainers and

TABLE 3

AVERAGE PERCENTAGE OF MODEL IMPLEMENTATION BY SCHOOL FOR FALL 1975, SPRING 1976, AND GAIN BETWEEN FALL AND SPRING

	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	59	66	77	64	83	42	64
Spring	85	98	98	91	93	74	89
Gain	26	32	21	27	10	32	25

TABLE 4

AVERAGE PERCENTAGE OF IMPLEMENTATION OF TRANSACTIONAL INSTRUCTIONAL GAMES BY SCHOOL FOR FALL 1975, SPRING 1976, AND GAIN BETWEEN FALL AND SPRING

	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	67	85	61	62	73	53	66
Spring	85	97	90	76	98	68	85
Gain	18	12	29	14	25	15	19

TABLE 5

AVERAGE PERCENTAGE OF IMPLEMENTATION OF MODEL-RELATED ACTIVITIES BY SCHOOL FOR FALL 1975, SPRING 1976, AND GAIN BETWEEN FALL AND SPRING

	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	41	67	67	67	96	44	63
Spring	78	97	100	100	90	75	88
Gain	37	30	33	33	-6	31	25

TABLE 6

AVERAGE FALL, SPRING, AND GAIN TOTAL PHONIC SKILLS TEST SCORES FOR SECOND AND THIRD GRADE PUPILS AT EACH FOLLOW THROUGH SCHOOL 1975-76

	Second Grade						
	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	42	48	51	32	45	43	42
Spring	67	66	70	51	63	62	61
Gain	25	18	19	19	18	19	20

	Third Grade						
	English Avenue Elementary	English Avenue Prmary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	66	69	75	58	62	67	65
Spring	74	78	89	69	71	79	75
Gain	8	9	14	11	9	12	10

teaching teams with information to increase their knowledge about model-related processes. The use of the Model Implementation Checklist, feedback from it, and the training mentioned above accounted for the overall increase in model implementation.

2. The Model Implementation Checklist was effective in assessing classroom implementation of the model, but its effectiveness was limited by an inadequate assessment of the quality and consistency of implementation and by variations in judgments made by different raters.

3. The following factors were considered most valuable in determining the success of training: the chain of training from the model sponsor to the teacher trainers to the teaching teams to the children, use of assessed needs as a source for training activities, and the use of model-related specialists as resources for training of specific model processes.

4. The individualized approach used to train teachers new to Follow Through facilitated the use of model-related processes in their classrooms.

5. The cooperation among various components was considered an effective resource in providing training.

6. It was believed that overall operation of the program was facilitated by the liaison function of the program assistants between the Follow Through central staff and the individual school.

7. It was the belief of the instructional staff and school principals that the transition of Follow Through pupils to the intermediate grades in their schools was facilitated through the training program for fourth grade teachers.

8. The instructional staff considered the use of the Reading Progress Reports, Phonic Skills Test (PST), Basecheck, Metropolitan Readiness Test, and Iowa Tests of Basic Skills data as valuable resources for making decisions for improving curriculum.

9. It is believed by the teacher trainers that materials and resources provided by the instructional staff helped teachers implement the model. It is believed that the teachers' requests for additional materials reflect that the materials supplied were useful in meeting their needs.

10. The Supplementary Training Program provided useful instruction in job-related areas for the 14 trainees directly involved in classroom activities.

Recommendations

1. The teacher trainers should continue to assume job responsibilities established in 1975–76.

2. A comparative analysis of in-service training provided as it relates to model implementation should be conducted.

3. An individualized approach in in-service training with teaching teams should be continued.

4. The quality, as well as the quantity, of model implementation in the classrooms should be investigated. Efforts should be made to keep rater differences at a minimum.

5. The use of interdisciplinary approaches to learning should increase especially in the areas of reading comprehension, math, and science.

6. The Supplementary Training Program should be continued.

PARENT INVOLVEMENT/POLICY ADVISORY COUNCIL (PAC)

Objectives

1. Parents will take an active part in the education of their children.

2. Community residents, parents, and school staff will work together in providing school-related services.

Activities

— Workshops for PAC representatives were conducted by the Parent Involvement Team, parent workers, and a consultant. Workshop topics included parliamentary procedures, responsibilities of officers, functions of the PAC, and federal guidelines.

— Parents and PAC representatives participated in central staff meetings, special conferences, and proposal writing sessions. The special

conferences included the Early Childhood Education Conference, Model Sponsor Training Retreat, and the Annual Parent Involvement Conference.

— City-wide and local PAC meetings were held. Special committee meetings were also held.

— Parent workers visited homes in order to get acquainted with the families, invite parents to the school, discuss PAC-related activities, discuss attendance and/or family problems (based on referrals), complete information on forms, discuss Follow Through services, request assistance with Follow Through or school-related activities, and accompany other staff members to the home.

— Parent workers compiled and delivered three issues of the parent newsletter, The Informer, to Follow Through parents. The newsletter provided information about various topics, e.g., parent involvement activities, Follow Through services, meetings, employment, and social service resources.

— Parent workers distributed and explained the Parent Handbook which provided a brief pictorial synopsis of the Follow Through Program at each school. The handbook gave information to guide parents in working with their children at home. Activities for volunteers were also listed.

— In addition to their traditional responsibilities of making home visits, parent workers assisted other staff members in providing services for other components. Through such activities as securing registration materials; participating in hearing, vision, and dental screenings; making referrals to appropriate staff; and acquiring food and clothing for emergency banks, parent workers assisted in the operation of the administrative, instructional, health, and social service components.

— Procedures were established for three types of visits made by parents and/or community residents. The guidelines covered observations, parent-teacher conferences, and volunteer services.

— Workshops for parents were conducted at each school by teaching teams and the Follow Through central staff.

— A special training program for parents was developed. The purpose of the Volunteer Training Program was to provide schools with a corps of well-trained parents who were committed to providing assistance in the classrooms. Areas of training included those which teachers had considered important such as program philosophy, playing and making games, storytelling, child management, and techniques to build positive self-concepts. Parents received a stipend for participating in the training.

— Parent workers were provided in-service training and information. Topics covered included the model's goals and processes, interviewing skills, functions and processes of PAC, child abuse, health procedures, nutrition demonstrations, and social service resources. Staff associated with various components conducted the training sessions. A limited number of parents from each school were able to participate in these sessions.

— Parent workers interviewed a sample of Follow Through parents in order to obtain data about children's reading habits and parents' reactions to the program.

Results

— Parents participated in activities at each Follow Through school. Participation here refers to attendance at workshops and meetings, observing and working in classrooms, assistance with health programs, and similar activities. Parent/teacher conferences are not included. Percentages of parent participation range from a high of 94 per cent of the Follow Through parents at English Avenue Primary to a low of 20 per cent of the Follow Through parents at English Avenue Elementary. The program average is 52 per cent. The data for parent participation for all schools are included in Table 7.

— The number of volunteers and number of hours of service at each school are presented in Table 8. Grant Park Primary had the highest number of parent volunteers; English Avenue Primary had the highest number of community volunteers. Wesley Avenue had the highest number of volunteer hours reported.

TABLE 7

NUMBER AND PERCENTAGE OF PARENTS PARTICIPATING
IN ACTIVITIES AT EACH FOLLOW THROUGH SCHOOL
1975-76

School	Parent Participation	Percentage
English Avenue Elementary	39	20.2
English Avenue Primary	101	94.4
Grant Park Primary	77	88.5
John Hope	40	24.5
Dean Rusk	60	34.8
Wesley Avenue	94	51.9
All Follow Through Schools	411	52.4

TABLE 8

NUMBER OF VOLUNTEERS AND HOURS CONTRIBUTED
AT EACH FOLLOW THROUGH SCHOOL
1975-76

School	Number of Volunteers		Number of Hours		Total Number Hours	Total Number Volunteers
	Parent	Community	Parent	Community		
English Avenue Elementary	39	17	950	79	1,029	56
English Avenue Primary	24	38	523	176	699	62
Grant Park Primary	77	33	494	48	542	110
John Hope	40	7	802	255	1,057	47
Dean Rusk	20	17	121	66	187	37
Wesley Avenue	72	23	1,396	169	1,565	95
All Follow Through Schools	272	135	4,286	793	5,079	407

— The two most frequent reasons for home visits by parent workers were to get acquainted with the family and to explain the Follow Through Program and the services offered.

— Information about the number of families at each school and the number of home visits is presented in Table 9. The percentage of families visited range from a high of 94 per cent at Wesley Avenue to a low of 58 per cent at English Avenue Primary. The percentage of total Follow Through families visited is 81 per cent. Related information can be found in Table 10.

TABLE 9

AVERAGE NUMBER OF VISITS AND PERCENTAGE OF FAMILIES VISITED BY PARENT WORKERS AT EACH FOLLOW THROUGH SCHOOL 1975-76

School	Average Number of Visits Per Family	Percentage of Families Visited
English Avenue Elementary	1.2	81.2
English Avenue Primary	1.2	57.5
Grant Park Primary	1.4	76.2
John Hope	2.5	90.2
Dean Rusk	2.3	73.2
Wesley Avenue	2.4	94.0
All Follow Through Schools	1.9	80.9

— The Parent Survey included questions to determine both how helpful the Follow Through Program had been to the child and how helpful it had been to the parent. The specific questions and the frequency and percentage of responses to each of these questions are presented in Table 11. From 80 to 95 per cent of the parents' responses to each question were in the two positive categories. In all questions except one, the majority of the parents' responses fell into the most positive category.

— Of the parents, 83.2 per cent responded "very/extremely helpful" to the question: In general, how helpful do you think the Follow Through Program has been to (child's name)? Of the parents, 73.6 per cent responded "very/extremely helpful" to the question: In general, how helpful has the Follow Through Program been to you personally?

— By the end of the 1975-76 school year, 35 parents had received training through the Volunteer Training Program. Each parent who had completed her training before the end of the school year volunteered a minimum of 36 hours in the classroom.

Conclusions

1. The various workshops, conferences, training sessions, and meetings provided parents with information to increase their awareness of their rights and responsibilities and provided opportunities for active involvement in their children's education.

2. The parent involvement staff considered the Parent Handbook and The Informer useful vehicles in providing important and timely information for Follow Through parents.

3. It was the feeling of the principals, program assistants, and parent involvement staff that the parent workers served as effective liaisons between the program and school and the home. Parent workers' home visits were considered one of the most valuable techniques used.

4. Comprehensive services staff considered the parent workers a valuable resource in providing services to Follow Through children and families.

5. Parent and community cooperation with the schools was evidenced through the many hours of volunteer assistance provided each school.

6. The parent involvement staff considered the Volunteer Training Program an effective technique in providing the Follow Through schools with a trained group of parent volunteers.

7. Success of parent workers in visiting a high percentage of families was attributed to the goals set by each individual parent worker. These goals were reviewed periodically throughout the year. The lower percentages of families visited at different schools were generally explained by extended illness or pregnancy of a parent worker.

TABLE 10

NUMBER OF ACTIVE AND WITHDRAWN FAMILIES, HOME VISITS, AND PARENTS ATTENDING MEETINGS AT EACH FOLLOW THROUGH SCHOOL DURING 1975-76

Parent and Family Information	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Active families at the beginning of year	204	110	85	156	171	185	911
Withdrawn families at year end	36	6	18	21	18	34	133
Active families at year end	193	107	87	153	172	181	903
Active families visited	174	63	72	152	132	171	764
Withdrawn families visited	12	2	8	14	7	31	74
Families visited during year	186	65	80	166	139	202	838
Home visits made during year	286	134	145	457	445	505	1,972
Attempted visits during year	79	114	5	118	83	328	727
Parents who were visited who attended meetings or volunteered	36	62	64	39	54	92	347
Parents who were not visited who attended meetings or volunteered	3	39	13	1	6	2	64
Parents who were not contacted, or no attempted contact was made, or were not seen at school	11	0	8	1	23	4	47

TABLE 11

FREQUENCY AND PERCENTAGE OF PARENTS' RESPONSES TO SELECTED QUESTIONS FROM THE PARENT SURVEY QUESTIONNAIRE

Question	Responses											
	A Great Deal		Some		Very Little		Not at All		Do Not Know Enough About Follow Through to Answer		No Answer	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
In general, how helpful has the Follow Through Program been to (child's name)?*	173	83.2	19	9.1	3	1.4	2	1.0	11	5.3	0	0.0
How much has the Follow Through Program helped to make (child's name) feel sure of him/herself?	130	62.5	61	29.3	6	2.9	1	0.5	10	4.8	0	0.0
How much has the Follow Through Program helped (child's name) to get along with others?	131	63.0	62	29.8	2	1.0	4	1.9	8	3.8	1	0.5
How much has the Follow Through Program helped (child's name) to like to do school work?	141	67.8	57	27.4	2	1.0	1	0.5	7	3.4	0	0.0
How much has the Follow Through Program helped (child's name) to think and to understand?	130	62.5	62	29.8	6	2.9	2	1.0	8	3.8	0	0.0
How much has the Follow Through Program taught (child's name) about reading?	128	61.5	64	30.8	9	4.3	2	1.0	5	2.4	0	0.0
How much has the Follow Through Program taught (child's name) about self-expression through music, art, and language?	104	50.0	86	41.4	7	3.4	2	1.0	8	3.8	1	0.5
How much has the Follow Through Program taught (child's name) about numbers and arithmetic?	138	66.4	58	27.9	7	3.4	0	0.0	5	2.4	0	0.0
How much has the Follow Through Program taught (child's name) about his/her community?	81	38.9	100	48.1	12	5.8	2	1.0	12	5.8	1	0.5
How much has the Follow Through Program helped (child's name) make choices on his/her own?	114	54.8	78	37.5	5	2.4	3	1.4	8	3.8	0	0.0
How much has the Follow Through Program helped (child's name) receive medical services?	118	56.7	48	23.1	8	3.8	26	12.5	6	2.9	2	1.0
How much has the Follow Through Program helped (child's name) receive dental services?	138	66.4	37	17.8	4	3.8	23	11.1	4	1.9	2	1.0
In general, how helpful has the Follow Through Program been to you personally?*	153	73.6	29	13.9	13	6.2	8	3.8	—	—	5	2.4
How much has the Follow Through Program helped you learn about (child's name) educational program?	127	61.1	60	28.8	8	3.8	8	3.8	—	—	5	2.4
How much has the Follow Through Program helped you get to know teachers and others at school?	115	55.3	70	33.6	12	5.8	6	2.9	—	—	5	2.4
How much has the Follow Through Program helped you in assisting (child's name) with his/her school work?	117	56.2	64	30.8	12	5.8	12	5.8	—	—	3	1.4
How much has the Follow Through Program helped you understand how children learn?	125	60.1	62	29.8	12	5.8	7	3.4	—	—	2	1.0

*The choices of responses to this question were very/extremely helpful, fairly helpful, slightly helpful, and not helpful at all.

8. Variations in the percentages of parent participation among the Follow Through schools are believed to be the result of some combination of parent interest level, receptiveness of staff, condition of the physical plant, and activities offered.

9. Data collected in structured interviews with parents revealed that parents believe that the Follow Through Program has been extremely helpful both to themselves and to their children.

Recommendations

1. The emphasis on personal contacts with parents should be continued.

2. The assessment of parents' needs should be continued; activities provided should meet recognized needs.

3. The Parent Volunteer Program should be continued.

4. The Informer should continue to be published and distributed periodically.

5. The Follow Through parent involvement staff at each site should set a goal for a percentage of parents who will participate in school-related activities during the 1976–77 school year. Records of parent involvement should be maintained, and an evaluation should be done of the effectiveness of techniques used to encourage parent participation.

6. Parent workers should continue to set goals for the percentage of families visited. Progress toward these goals should be monitored periodically throughout the year.

7. The Parent Handbook should be distributed to new Follow Through families.

SOCIAL SERVICE

Objectives

1. Follow Through parents will become more informed about social service resources.

2. Referred comprehensive services, specifically social service, problems of Follow Through children and families will be ameliorated.

Activities

— Information was provided to parents regarding the utilization of resources, consumer education, child development, home management, and the program's instructional goals. Dissemination was handled through lending library literature and materials, agency referrals, parent newsletter, individual and family counseling sessions, parent visits to the classroom, and home visits by the staff.

— A comprehensive Community Resource Booklet including current information about agencies and services in metropolitan Atlanta was developed, compiled, and distributed to Follow Through families. Those agencies and services available within specific Follow Through communities were highlighted.

— Social service workshops were conducted in every school in cooperation with other Follow Through comprehensive services staff on the following subjects: manpower training, human relations, credit counseling, education, employment, consumer affairs, child abuse, health care, and food stamps. An average of three workshops was held for parents in each school.

— Social service staff sought appropriate professional and/or community agencies to serve identified needs of some Follow Through children and families, e.g., counseling, health, financial, and/or housing assistance.

— An emergency food and clothing bank was maintained at each Follow Through school.

— Attendance of pupils was monitored daily; problem cases were investigated and followed up.

— The position of a social service aide in each school was initiated during 1975–76. These aides were trained to assist the social worker in rendering service to Follow Through families. A training program for social service aides was planned which provided information on various topics, e.g., interviewing techniques, human relations, professional ethics, techniques for securing community resources, community activism, courts and their relationships with the schools, child abuse/protective services, and juvenile delinquency.

— Information about referrals was shared with appropriate comprehensive services personnel in order to assure consideration of multiproblem factors.

Results

— All Follow Through parents were given information which could facilitate their use of social service agencies, but no information is available to show the extent of use of such agencies.

— Approximately 95 per cent of the Follow Through families received the Community Resource Booklet; however, no qualitative data concerning use of the booklet is available at this time.

— The most frequent causes of referrals were (1) attendance, (2) financial/domestic problems, and (3) food/clothing needs.

— A total of 116 parents attended the 16 workshops; an average of seven parents attended each workshop. No written evaluations of the workshops were requested of parents; however, parents indicated that they found the workshops were beneficial, especially the ones concerning credit counseling, child abuse, and food stamps.

— Of 664 social service referrals received during the year, 500 were for attendance-related problems. Sixty-four per cent of the attendance cases showed improvement.

— A total of 244 agency contacts were made; 73 referrals were acted upon by the agencies.

— Fifty-eight per cent of all referrals received were solved or showed improvement.

— For specific information about referrals at each school refer to the data in Table 12.

Conclusions

1. It was the belief of the social service staff that Follow Through parents became more informed about social service resources through the various information dissemination activities described.

2. The Community Resource Booklet was considered a valuable technique in providing current and concise social service agency information.

TABLE 12

DESCRIPTIVE INFORMATION REGARDING
SOCIAL SERVICE REFERRALS
FOR 1975-76

Referrals and Related Information	English Avenue Elementary	English Avenue Primary	Grant Park Primary	John Hope	Dean Rusk	Wesley Avenue	Total
Referrals: September-May	88	130	117	80	140	109	664
Referrals for Attendance	66	91	77	64	117	85	500
Families Referred More Than Once	4	32	40	18	63	26	183
Referrals Visited by Social Service Staff	70	67	49	41	127	106	460
Visits in Reference to Referrals	70	128	114	50	147	106	614
Agency Contacts (inside community)	9	8	8	20	10	12	67
Agency Contacts (outside community)	66	13	40	14	33	11	177
School Staff Contacts	50	37	144	41	52	40	364
Agency Referrals	20	24	17	2	5	5	73
Frequency Material Resources* Were Provided	25	41	47	39	58	74	284
Frequency of Complex Reasons for Absence	10	54	6	5	18	20	113
Referrals Solved or Showed Improvement	67	40	54	57	77	93	388
Families to be Followed Up	3	15	8	1	20	13	60

*Material resources provided included food, clothing, and/or printed information.

3. Attendance problems were the primary cause of referrals and 64 per cent of these cases showed improvement in attendance.

4. It was the opinion of the social service staff that the reorganization of the social service component, especially the use of social service aides, provided a more coordinated effort in the delivery of services.

5. Comprehensive services personnel considered communication among appropriate comprehensive services staff as helpful in providing services for the total child.

6. The social service staff considered the use of agencies, both inside and outside the community, to be one of the main tools in rendering quality services to families.

Recommendations

1. Due to the opinion of the social service staff of the effectiveness of social service aides, it is recommended that these aides continue to assume job responsibilities established during 1975–76.

2. A comparative analysis of social services provided during 1975–76 and 1976–77 should be conducted.

3. The Community Resource Booklet should be updated.

4. An evaluation of parent reaction to the usefulness of social service information should be conducted.

PSYCHOLOGICAL SERVICES

Objectives

1. Appropriate comprehensive services, specifically psychological services, will be provided for individual children, or groups of children, and their parents.

2. Follow Through staff members and parents will become more informed about the psychological development of the child.

Activities

— As part of their total assessment, individual tests were administered to all children referred.

— Activities or materials were provided for specific children as indicated by individual assessments and observations.

— Games were made which were appropriate for individual children and small groups of children.

— The psychologist observed children as requested by classroom teachers, program assistants, and other school staff.

— Conferential home visits were made with parents when it was difficult for parents to get to the school. These visits provided the opportunity to collect valuable data about the child's home environment.

— The psychologist held conferences with parents at the local schools to discuss the child's educational needs and to formulate ways the school personnel and parents could work together for positive improvements for the child.

— Conferences were held with Follow Through comprehensive services staff members, teaching teams, and other school staff members regarding specific children referred. Recommendations were generated cooperatively.

— Assistance was provided, upon request, to teachers and principals regarding total classroom operations and concerns.

— Appropriate referrals were made to community agencies regarding individual children.

— Counseling sessions were held with individual children who exhibited mild emotional problems.

— Reports of psychological evaluations were written and disseminated to school staff, area office personnel, and the coordinator of psychological services.

— Psychological services data were provided, upon request, to model sponsor, evaluation component, and school staffs.

— An initial assessment of needs and interests for training topics were conducted with parents and local school staffs at the beginning of the school year.

— Twelve workshops were conducted for teachers, aides, principals, and occasionally other local school staff. Topics included various aspects of child management and child abuse.

— Thirteen workshops were provided in cooperation with other Follow Through comprehensive services staff or parent workers, social service aides, and/or parents at local Policy Advisory Council (PAC) meetings. Topics included child abuse, child-rearing practices, and discipline.

— Four workshops were conducted for central staff members, including assistant teachers, program assistants, and model-related specialists. Topics included self-evaluation, self-concept, behavioral strategies, and team functioning. These topics were chosen in response to specific requests.

— A workshop on child abuse was conducted for community residents at the request of a local Boys' Club staff.

— Research literature was reviewed to assess current trends in various areas related to psychological principles in education. Information gained was incorporated into training provided for teacher trainers, teaching teams, and parents.

— Assistance was provided to teacher trainers in planning in-service training for teaching teams, e.g., giving ideas for activities and providing resource materials.

Results

— Forty-nine individual evaluations were conducted by the psychologist based on referrals from local school personnel, parents, and Follow Through central staff. Follow-up procedures and teachers' observations indicated some improvement in 41 of the cases evaluated through psychological services.

— The most frequent causes of referrals were: (1) learning difficulties and (2) behavioral difficulties.

— Learning difficulties were defined as teacher descriptions of such child behaviors as slow learner, immature, low-academic progress, poor eye-hand coordination, short attention span, and/or specific learning disability.

— Behavioral difficulties included teacher descriptions of child behavior such as hyperactivity, aggressiveness, withdrawn, lacking self-confidence, peer-relationship problems, social adjustment, lack of inner controls, emotional reaction to authority, unusual fears, negative behavior, and daydreams.

— As a result of classroom observations, teacher conferences, individual evaluations, parent conferences, and staffings in reference to referred pupils, 19 children received resource help from or self-contained placement in the System's special education programs.

— Additional information regarding referrals at each school is indicated in Table 13.

— Parents and school staff members reported that the workshop experiences were interesting and enhanced self-growth. A parent requested that a workshop similar to the one on child abuse be held with parents and trainers of a community agency.

— Reports and observations of teacher-trainer activities revealed that many of the ideas and techniques presented at workshops by the psychologist were used in training teaching teams at the local schools.

— Teachers reported implementing some of the recommendations from conferences held about specific children. They also reported using materials, games, and ideas with children who had not been referred.

Conclusions

1. Follow Through staff members and parents became more informed about the psychological development of the child through the workshops described.

2. Evaluations held at the end of the training sessions indicated that the participants found that the sessions were helpful and met identified needs.

3. Individual evaluations and staffings on pupils referred were instrumental in securing resource help for children needing it.

4. The psychologist and parents felt that their conferences provided opportunities for them to learn about their child's strengths and weaknesses and about specific ways they could assist in the implementation of educational plans.

TABLE 13

SUMMARY OF PUPIL REFERRALS FOR PSYCHOLOGICAL SERVICES
AT EACH FOLLOW THROUGH SCHOOL DURING 1975-76

School	Total Number of Referrals	Primary Reason for Referral		Year-End Status of Referral		
		Learning Difficulty	Behavioral Difficulty	Placement in Resource Room	Improved	Other Explanation
English Avenue Elementary	15	14	1	5	13	1- withdrew 1- slight improvement
English Avenue Primary	2	2	—	—	1	1- withdrew
Grant Park Primary	13	11	2	8	12	1- slight improvement, referred late in year
John Hope	1	1	—	—	1	—
Dean Rusk	13	7	6	5	9	1- placement in special education class sought 1- no improvement by teacher's standards 2- referred late in year
Wesley Avenue	5	2	3	1	5	—
All Follow Through Schools	49	37	12	19	41	8

5. The psychologist and teachers believed that the materials and game ideas developed were useful in working with the children referred as well as with other children in the classroom.

6. The cooperation between the psychologist and a community agency enhanced the dissemination of information about the psychological development of the child.

7. The psychologist considered the cooperative efforts of appropriate comprehensive services staff members as helpful in providing services for children referred.

Recommendations

1. Written evaluations should be completed after workshops to help determine if participants felt they became more informed about the topic.

2. Greater coordination of in-service training for teaching teams should occur between the psychologist and program assistants so that dissemination of information from psychological services is more efficient and effective.

3. A system should be designed in cooperation with the program assistants which enables the assistant teachers to implement some recommended academic follow-up procedures with children referred.

4. Some analysis should be conducted of the number and types of referrals, methods and frequency of teacher interventions prior to referral, and/or the progress children made as a result of intervention strategies.

5. A system of delivery of psychological services should be more fully developed which reflects a coordinated effort between the Follow Through psychologist and System psychologists.

HEALTH SERVICES

Objectives

1. All Follow Through children will receive appropriate comprehensive medical and dental services.

2. A system to facilitate dissemination of health information and necessary feedback will occur among central staff, school personnel, and appropriate community agencies.

3. A health curriculum which encourages and teaches the benefits of dental and physical hygiene will be integrated into the regular elementary curriculum of the Follow Through schools.

4. Health personnel, teachers, and parents will become more informed about preventive and corrective health measures and the effective use of existing community agencies.

Activities

— A developmental history on each child was obtained from the parent at the time of registration. General identifying information, illness history, maternal and neonatal history, and family history were recorded. Parental consent for health procedures and transportation was also obtained.

— Information sheets were completed on 1,200 children and sent to parents to determine Medicaid eligibility.

— Health assessments were scheduled according to a time frame which insured immediate response and prompt treatment as defects were identified.

— Teacher observation information was obtained prior to physical assessments of children.

— Height and weight assessments were done on 1,342 children.

— Follow Through pupils had health assessments which conformed to the requirements of federal, state, and local laws and to the needs of the children.

— Approximately 1,100 children were screened for vision, hearing, and/or dental defects. Two hundred or approximately 20 per cent of the children failed the initial vision screening and were retested; 94 or almost 10 per cent of the children failed the initial hearing screening and were retested.

— The immunization status of 1,110 children was assessed.

— Three hundred thirty-four children were assessed for anemia (hematocrits) through private and public health facilities.

— Five hundred twenty-four children had urinalysis tests at the school site.

— Four hundred seventeen children had unclothed physical examinations at the school site by Follow Through pediatricians. Twenty-nine children were referred for medical problems.

— Forty-three children were provided emergency care for illness and/or injuries at the school site.

— Two hundred ninety-six children had speech and language evaluations.

— See Table 14 for a summary of the various medical screenings by school.

— Approximatley 1,100 children had dental examinations by certified dental hygienists from local health departments.

— Follow-up treatment was determined by the health coordinator based on Follow Through, Medicaid, and/or public health eligibility.

— Two hundred forty-seven dental failures, eligible for Medicaid benefits, were referred for follow-up by name and Medicaid number to the Department of Family and Children Services.

— Seven hundred seventy-one Follow Through eligible children including both dental failures and nonfailures were scheduled to private and public health facilities. Three hundred two were rescheduled for restorative care; 469 were scheduled for preventive care.

— Children were scheduled for appointments with private dentists and community health centers in groups of five and were acompanied by an adult, e.g., parent volunteer, parent worker.

— See Table 15 for a summary of dental screenings by school.

— The Program Management Office for Medicaid's Early Periodic Screening Development and Treatment (EPSDT) Program was notified that Medicaid guidelines restricted, rather than facilitated, follow-up for children with identified health problems. Screenings and assessments completed by the Follow Through Program could not be used in lieu of screenings completed by the Fulton County Health

TABLE 14

NUMBER OF PUPILS RECEIVING MEDICAL ASSESSMENTS AND THE NUMBER OF PUPILS WITH IDENTIFIED PROBLEMS IN THE FOLLOW THROUGH SCHOOLS DURING 1975-76

School	Enrollment		Assessments and Identified Problems										
			Hearing	Hearing Problem	Vision	Vision Problem	Immunization Status A*	Immunization Status P*	Immunization Status U*	Height and Weight	Physical Exam**	Hematocrit***	Urinalysis
English Avenue Elementary	E	252											
	NE	0											
	WD	0	232	16	232	25	117	167	0	284	67	77	91
English Avenue Primary	E	145											
	NE	1											
	WD	0	145	7	145	26	103	59	0	162	57	43	68
Grant Park Primary	E	117											
	NE	15											
	WD	21	120	14	120	19	65	61	6	110	44	23	95
John Hope	E	188											
	NE	40											
	WD	25	146	27	146	39	108	106	21	234	65	58	82
Dean Rusk	E	206											
	NE	20											
	WD	7	139	12	139	52	118	92	14	224	82	64	77
Wesley Avenue	E	253											
	NE	20											
	WD	42	219	18	219	39	133	86	54	111	102	69	111
All Follow Through Schools	E	1,161											
	NE	76											
	WD	95	1,001	94	1,001	200	644	571	95	1,125	417	334	524

*A = Pupils with adequate certificates.
*P = Pupils with provisional certificates.
*U = Pupils with no certificates.
**29 pupils were referred for medical problems.
***18 pupils with low hematocrits were referred.
E = Eligible.
NE = Not eligible.
WD = Withdrawal.

TABLE 15

NUMBER OF PUPILS SCREENED, NUMBER WHO FAILED DENTAL SCREENINGS, AND NUMBER OF MEDICAID-ELIGIBLE DENTAL FAILURES AT EACH FOLLOW THROUGH SCHOOL 1975-76

School	Enrollment		New Follow Through Pupils Grades K-3		Pupils with Follow Through Experience Grades 1-3		Medicaid-Eligible Dental Failures
			S	F	S	F	
English Avenue Elementary	E	252					
	NE	0					
	WD	0	55	31	187	118	57
English Avenue Primary	E	145					
	NE	1					
	WD	0	44	22	96	63	44
Grant Park Primary	E	117					
	NE	15					
	WD	21	23	16	67	3	5
John Hope	E	188					
	NE	40					
	WD	25	47	32	154	79	61
Dean Rusk	E	206					
	NE	20					
	WD	7	46	30	187	99	71
Wesley Avenue	E	253					
	NE	20					
	WD	42	33	10	126	35	4
All Follow Through Schools	E	1,161					
	NE	76					
	WD	95	248	141	817	394	242

S = Number screened for dental defects.
F = Number who failed dental screening and who are Follow Through eligible.
E = Eligible.
NE = Not eligible.
WD = Withdrawal.

Department. In order to complete Medicaid requirements, Follow Through pupils had to be rescreened by the Fulton County Health Department.

— Several meetings were held with the Follow Through health coordinator, Atlanta Follow Through director, EPSDT program management officer, Georgia Department of Human Resources representatives, Fulton County Department of Family and Children Services representatives, Fulton County Public Health Department representatives, Atlanta Public School health coordinator, and/or other Georgia Follow Through project respresentatives. The purpose of these meetings was to determine more efficient ways of providing services for Follow Through children who are eligible for Medicaid.

— Teachers receiving children with health problems were provided information about problems detected, the nature of the problem, and suggestions for minimizing its effect on learning. An information sheet was presented to a teacher as a child was assigned to the class.

— Health information was provided to teachers, school staff, central staff, and appropriate health agencies on an on-going basis by health aides and health coordinator as health problems were identified. Parent/teacher/health coordinator conferences were set up about children who were considered to run a substantial risk of having significant health problems.

— A yearly health summary of the nature, number and kind of assessment provided, follow-up status, and health provider was disseminated to Follow Through central staff, the System's health coordinator, school personnel, and the local health department.

— Individual health profiles were maintained on each child at the school site and were available for teacher and/or other appropriate personnel.

— The progress of children referred to agencies and/or private doctors was maintained and information was disseminated by the health coordinator.

— The health coordinator acted as a liaison between the school, health provider, and parent.

— Health education units were developed for kindergarten through third grade. Four Follow Through sites were selected as pilot schools. Kindergarten and first grade teaching teams were selected for initial introduction and demonstration of how units could be coordinated with the System's curriculum and ECD. Teaching aids were supplied and appropriate learning blocks were identified in the State Guide for Health Education. Parents participated in these training sessions.

— The health education units were presented to the City-Wide Follow Through Policy Advisory Council (PAC) for approval. The units were also reviewed by the local PAC's.

— Use of Medicaid as a preventive health resource was encouraged by holding parent meetings and disseminating information to the entire community through home visits by parent workers and health personnel.

— New community resources such as University Center's "Community Health Plan" and DeKalb Mental Health were investigated by the health coordinator; information about these resources was disseminated to school staffs and Follow Through communities.

— In-service training on health care and health assessment techniques was provided for health pesonnel, teachers, and parents.

Results

— All 29 children identified as needing further medical treatment following physical examinations were referred to appropriate health agencies or private physicians. Parents of five children refused treatment for their children, one child withdrew, and the remaining 23 children received treatment.

— All 65 children failing the vision retesting were referred to appropriate health agencies or private physicians. Parents of two children refused treatment for their children; the remaining 63 children received treatment.

— All 65 children failing hearing retesting were referred to appropriate health agencies or private physicians, and all except seven who withdrew received treatment.

— All 548 children identified as needing restorative treatment following initial dental examinations were referred to appropriate agencies or private dentists. Two hundred forty-seven children were eligible for treatment through Medicaid. The Fulton County Health Department, the Medicaid provider, was able to process ten of these children for treatment. The remaining 237 Medicaid-eligible and 302 non-Medicaid-eligible children were treated at dental clinics or by private dentists at Follow Through expense. By the end of 1975–76, treatment was completed for 444 children, 103 children withdrew but received some treatment, and the parents of one child refused treatment.

— The 18 children identified as being anemic were referred to appropriate health agencies or private physicians; all received treatment.

— Of the children assessed for immunization status, 644 were adequate, 571 were provisional, and 95 did not have certificates. The 95 children identified as having no immunization certificates were referred to appropriate health agencies and were followed up until appropriate certificates were on file.

— As a result of urinalysis, one child was referred for treatment, but the parent refused treatment for the child.

— Forty-three children required emergency first aid and received immediate follow-up at the school site and/or an appropriate agency.

— The 469 Follow Through children who were originally scheduled for preventive dental care had to be given second priority once it was established that the Medicaid provider could not process 236 Medicaid-eligible children during 1975–76. After all restorative work was completed, there were no longer funds or time available for preventive treatment.

— Twenty-three children were referred for emergency dental services. All received treatment.

— During a three-month period of 1975–76 (November through February), 110 new children entered, 117 children withdrew, and five withdrew and reentered. Many of those leaving had been provided complete health assessments and follow-up, while those entering required complete health assessments and follow-up. The cost-per-child funding allotment does not provide funds to cover this phenomenon.

— The 25 children identified as needing speech and language therapy received therapy for 30 minutes twice per week throughout the year.

— As a result of the meetings held regarding Medicaid services for Follow Through children, it was established that the Follow Through health program provided health care equivalent to Medicaid's EPSDT. The procedure for merging Follow Through activities with EPSDT was referred for study to the Inter-Divisional Coordinating Committee of the Georgia Department of Human Resources.

— Written evaluations of participants in workshops dealing with the health education units were tabulated. All participants reported that they received better understanding, helpful written materials, and/or ideas as a result of attendance at the workshops. Seventy-nine per cent reported that they gained "better understanding," 83 per cent reported that they received "helpful written materials," and 69 per cent reported that they received ideas as a result of participating in the training. Data were collected at each school site regarding the frequency of use of the health curriculum, but it was not kept continuously and consistently and was not comprehensive enough to report here.

— It was the opinion of the health component staff, school staff and health providers that the system of dissemination of health information and necessary feedback was essential to the effectiveness of the Follow Through health care delivery system.

Conclusions

1. Almost all Follow Through children received appropriate comprehensive medical and dental services outlined in the Follow Through health care plan. The Follow Through comprehensive health care system provided health care equivalent to programs under Medicaid's EPSDT Program.

2. Systematic communication about health information among the health component staff, Follow Through central staff, school staff, parents, and community health providers was essential to a viable health care system with effective coordination and utilization of community resources.

3. Health education was integrated into the on-going school curriculum in the pilot schools and was accepted positively by the teaching teams.

4. Training and/or in-service activities for school staff, health personnel, and parents were considered to be an important part of the health response system. It was believed that the effectiveness of the training and in-service activities was greatly enhanced by the fact that needs for training were identified by school staff, parents, and/or community service providers.

5. High mobility within Follow Through communities definitely affected the delivery of health care since a depletion of funds resulted when eligible children withdrew after receiving services during the school year and new eligible children entered during the school year requiring dental and/or medical services. The cost-per-child allotment did not take into account these situations.

Recommendations

1. The Follow Through Program should continue providing the most effective health delivery system possible for Follow Through children.

2. Medicaid eligibility of all System pupils should be determined upon registration. This procedure would facilitate a more effective use of health personnel in the prompt assessment and treatment of all children regardless of eligibility status.

3. The health component staff should continue to work with Medicaid representatives to resolve restrictions which hamper delivery of services to Follow Through children eligible for Medicaid.

4. Dissemination of health information and feedback should be continued since all involved viewed it as essential to the effectiveness of the health care delivery system.

5. Health education units should be introduced in the kindergartens and first grades at the remaining Follow Through school sites. Sequential health activities should be developed for every grade level for all Follow Through schools.

6. Monitoring of the use of health education units should be consistently carried out, and an end-of-year evaluation of their use should be compiled.

7. Training and/or in-service activities for school staff, health personnel, and parents regarding preventive and corrective health measures should continue to be provided as the need arises. Evaluation forms which assess participants' reactions to training should be used.

8. A summary of medical and dental assessments and services should be tabulated at regular intervals, e.g., quarterly or twice yearly, so that services provided by a given date can be determined and so that mobility influences can be followed.

EVALUATION

Objectives

1. Academic progress and affective data from Follow Through children will be monitored in order to determine program effects.

2. Attendance data of pupils will be monitored to determine attendance differences between Follow Through schools, comparison schools, and the School System in general.

3. The involvement of teaching teams in data collection will be kept at a minimum so that there will be little disruption of the instructional process.

4. The collection of Atlanta Follow Through data will facilitate local, sponsor, and national evaluations.

5. Collaboration between Follow Through evaluation personnel, other Follow Through central staff, Atlanta Public Schools' Division of Research and Evaluation personnel, and model sponsor staff will facilitate development of a data feedback system for teaching teams.

Activities

— A testing schedule was developed before the beginning of the 1975–76 school year and submitted to the Atlanta Public Schools' administration for approval. This schedule was developed and implemented in cooperation with the model sponsor, central Atlanta Public Schools'

staff, Follow Through instructional staff, and principals of Follow Through and comparison schools.

— Numerous phone calls and visits to schools were made throughout the year to determine the most appropriate and convenient testing times and testing facilities.

— The assistant teachers assisted with classroom instruction upon request while teachers administered the following tests to individual or small groups of children: Cooperative Preschool Inventory (CPSI), fall; Basecheck, fall and spring; Comprehensive Instructional Program (CIP) tests, fall and midyear; and Iowa Tests of Basic Skills (ITBS), spring.

— The Follow Through assistance team administered the following tests to individual children: the Cooperative Preschool Inventory (CPSI), upon teacher request, fall; Basecheck, upon teacher request, fall and spring; Phonic Skills Test (PST), fall, midyear, and spring.

— The assistant teachers helped teaching teams by serving as monitors during the administration of the following tests: CIP and ITBS (other Follow Through central staff also assisted in monitoring the ITBS).

— The assistant teachers administered the following tests once a year to groups of children: the Metropolitan Readiness Tests (MRT), the General Anxiety Scale for Children (GASC), and the Test Anxiety Scale for Children (TASC).

— Each teaching team member completed the Behavior Maturity Scale (BMS) in December for each child in her classroom.

— The Coopersmith Self-Esteem Inventory and the Intellectual Achievement Responsibility Scale (IARS) were administered to a sample of predominantly third grade Follow Through and comparison school classes by a testing team contracted by the model sponsor.

— The assistance team scored the following tests: all MRT, PST, GASC, TASC; and some Basecheck and CPSI.

— The evaluation assistant in cooperation with other central staff and other local Follow Through school staff coordinated and supervised the following activities of the assistance team: testing; other related evaluation activities; and releasing teaching teams for planning time, workshops, conferences, and demonstrations.

— Nine workshops were conducted for the assistance team in cooperation with other central staff members. Workshop topics included: conversation games, classroom management, folk/street/musical games, learning centers, classroom art, transactional instructional games, and ethnicity.

— The evaluation assistant worked with the assistance team members throughout the year to develop their skills in test administration and data analysis.

— The parent assistants completed pupil attendance reports and submitted them to the evaluation assistant for review following each 20-day attendance period.

— A preliminary analysis of pupil attendance data was conducted by the evaluation assistant and assistance team.

— Data were collected by the evaluation component and processed by the Division of Research and Evaluation. Analyses were distributed and interpreted to central Follow Through and local school personnel throughout the school year. Examples of these data are as follows: MRT, PST, BMS, and Basecheck.

— Planning sessions were held between the model sponsor, Division of Research and Evaluation, and Follow Through central staff to establish responsibilites for data collection, types of data to be collected, and schedules for collection of data.

— Data were collected for the sponsor as planned throughout the year; special requests from the sponsor were also processed. Examples of planned data collection are as follows: class rosters (including names, ID numbers, parents' name, address, phone, birthdate, sex, race, eligiblity status, previous Follow Through experience, preschool experience, kindergarten experience, entry dates, withdrawal dates, and school transferred to or from), attendance, reading progress, MRT, PST, BMS, Basecheck, TASC, and GASC. Examples of special requests for data from the sponsor which were also processed are as follows: referrals for comprehensive services for individual pupils, program data (Follow Through and comparison school teachers, grade and section assignments, class enrollments, paraprofessional assignments),

teacher/aide information (employment dates, race, sex, certification or liscensing status, years with the System), kindergarten experience of comparison school pupils, attendance of Follow Through personnel, and PST raw data from previous years.

— The evaluation assistant and the director were involved in interviews with representatives from a national Follow Through cost analysis study group. Records were collected and provided upon request. In addition, assistance was provided in collecting data from local Follow Through and comparison schools for the cost analysis study.

— Assistance by the evaluation assistant was provided to Stanford Research Institute in their data collection efforts for a national study of Follow Through "graduates."

— A study of the relationship of parent involvement upon pupil reading achievement and of parent-teacher opinions of how helpful the Follow Through Program is for Follow Through children was planned and conducted cooperatively between the parent involvement component, the evaluation component, and the Division of Research and Evaluation. A sample of pupils from each Follow Through school was selected. Two questionnaires were used. A parent or guardian of each pupil in the sample was interviewed by a parent worker using the Parent Survey questionnaire. The teachers of the sample pupils were asked to complete the Teacher Information questionnaire. Parent Survey data are presented in the Parent Involvement/PAC section, Teacher Information data are included in the Evaluation results.

— Program assistants were consulted regarding the most desirable data feedback formats. They were asked to survey the opinions of the teachers in their schools.

— The Follow Through evaluation assistant and research assistant used suggestions from program assistants to design formats for data feedback to the local schools. Data were provided to teaching teams in these formats. In addition, summary data were provided for the central Follow Through staff and local schools.

— The evaluation assistant, model sponsor, and on occasion, other Follow Through central staff, worked cooperatively on formats for feedback of various data to the local site from the model sponsor. This process was used for the following types of data: Reading Progress Reports, IARS, Coopersmith Self-Esteem Inventory, TASC, and GASC.

— Meetings and conferences were conducted by the evaluation assistant throughout the school year to explain and interpret test data to the Follow Through central staff. The program assistants, in turn, explained and interpreted test data to their teaching teams.

— The evaluation assistant was called upon several times to assist the program assistants at the local schools in data feedback sessions held with teaching teams.

— Program data were presented by the parent involvement component in cooperation with the evaluation component to parents through PAC meetings and through various reports.

Results

— The academic status of Follow Through children is reflected in ITBS, Basecheck, MRT, and PST data. A summary of the results of these data are discussed separately.

— The average grade equivalents for the Follow Through schools for ITBS reading, math, and composite in any primary grade for either 1973–74 or 1974–75 were never more than two months lower than the System's average and were more frequently equal to or above the System's average. Average performance in the comparison schools was from one to six months lower than in the Follow Through schools during 1973–74 and 1974–75. The same general pattern of Follow Through averages being equal to or near the System's average and above the comparison schools' average occurred during 1975–76. See Table 16.

— Follow Through pupils, on the average, surpassed comparison school pupils from one to five months in ITBS reading, math, and composite in 1975–76. There were three exceptions, however. In math, the comparison schools' first grade mean was two months higher than that of the Follow Through first grades. There was no difference between the Follow Through and comparison schools means for third graders in math and for first graders in test composite. In comparison to the mean scores for the System, Follow Through pupils scored from one month

TABLE 16

AVERAGE GRADE EQUIVALENT SCORES ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH SCHOOLS, COMPARISON SCHOOLS, AND TOTAL SYSTEM, PRIMARY GRADES, 1973-74, 1974-75, 1975-76

	1973-74								
	First Grade			Second Grade			Third Grade		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	2.3	2.0	2.1	2.3	2.7	2.6	3.2	3.1	3.3
Comparison Schools Average	1.7	1.6	1.6	2.2	2.4	2.3	2.8	2.7	2.9
School System Average	1.9	1.8	1.8	2.4	2.6	2.6	3.2	3.1	3.2

	1974-75								
	First Grade			Second Grade			Third Grade		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	2.2	1.8	1.9	2.6	2.2	2.4	2.8	3.2	3.0
Comparison Schools Average	1.6	1.6	1.5	2.0	2.0	2.0	2.5	2.8	2.8
School System Average	1.8	1.6	1.6	2.6	2.4	2.4	2.9	2.9	3.0

	1975-76											
	First Grade			Second Grade			Third Grade			Nongraded		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	1.9	1.6	1.6	2.3	2.4	2.4	2.9	2.9	2.9	2.5	2.5	2.4
Comparison Schools Average	1.7	1.8	1.6	2.1	2.1	2.1	2.5	2.9	2.8	2.0	2.2	2.1
School System Average	1.9	1.8	1.8	2.4	2.4	2.4	3.0	3.0	3.1	2.4	2.4	2.4

above to two months behind System averages. Follow Through pupils scored the same as the System average in first grade reading, second grade math and composite, and nongraded composite. Nongraded Follow Through pupils scored one month above the System average in reading and math. Follow Through third graders scored one month below System averages in reading and math and two months below in composite. Follow Through second graders fell one month behind the System average in reading; Follow Through first graders scored one month below the System average in reading and two months below in math and composite.

— A review of average ITBS reading age achievement quotients from 1972–73 through 1975–76 reveals that Follow Through first grades range from two to eight points higher than comparison schools' first grades. Comparisons of second grade performance place Follow Through from zero to eight points above comparison schools. In 1972–73 the Follow Through third grade average was three points below the comparison schools' average. After 1972–73 the Follow Through third grade averages were from two to five points above the averages of the comparison schools. See Table 17.

— The data in Table 17 also indicate that Follow Through first grades perform higher than System averages except during 1975–76 when both averages were 105. Follow Through second and third grades scored from zero to three points below System averages between 1972–73 and 1975–76.

— Follow Through pupils who began Follow Through kindergarten in 1972–73 and ended Follow Through second grade in 1974–75 (Cohort 4 pupils) and Follow Through pupils who began Follow Through kindergarten in 1973–74 and completed first grade in 1974–75 (Cohort 5 pupils) performed significantly better ($p < .05$) than comparison school pupils in the same grades and school year (pupils in the same cohort) on ITBS scores for reading, vocabulary, and composite. These analyses, completed by the sponsor staff, controlled for differences in Follow Through and comparison pupils on three variables: preschool experience, Basecheck pretest score, and absence rate. See Figure 1. See Table 18 for a clarification of the term cohort.

— Preliminary longitudinal analyses completed by the sponsor staff indicated that Follow Through first grade pupils in 1973–74 (Cohort 4) and 1974–75 (Cohort 5) both performed significantly ($p < .05$) higher than Follow Through first grade pupils in 1972–73 (Cohort 3) on ITBS composite scores.

— Basecheck results are shown in Figure 2. Each school increased in its mean score from pretest to posttest. The Follow Through pretest mean was 59; the posttest mean was 86 indicating an average gain of 27 points. The Follow Through schools individually gained from 20 to 33 points from pretest to posttest. English Avenue Elementary and English Avenue Primary had the highest gain which was 33 points; whereas, Grant Park Primary showed the least gain which was 20 points.

— The Metropolitan Readiness Test (MRT) was administered to entering Follow Through first graders. An analysis was conducted to determine if there was any statistical difference between pupils with Follow Through kindergarten (FTK) experience and those with no Follow Through kindergarten (NFTK) experience. The mean score for the FTK group was 50.97; whereas, the mean for the NFTK group was 43.75. A t test was performed on the mean for the NFTK group and a subsample of the FTK group which yielded $t\ (176)=3.10$. This value was statistically significant at the .01 level.

— In comparison to first grade scores since 1970–71, MRT mean scores in 1975–76 were higher on the alphabet subtest. Performance on the listening subtest was similar to performance in 1973–74 and 1974–75. The mean scores on the listening and alphabet subtests have remained above national norms since 1970–71. Performance on the matching subtest in 1975–76 (7.4) fell slightly below the national norm (7.5) for the first time since 1970–71. Scores on the copying subtest were slightly below the national norm. Since 1970–71, scores on the word meaning and number subtests have remained the lowest in comparison to the national norms. Follow Through mean total test scores have remained close to, but below, the national norm. See Table 19 for MRT scores for Follow Through children entering first grade.

— The results of the spring PST administration are shown in Table 20. Data regarding gains from pretest to posttest were discussed in the

TABLE 17

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH, COMPARISON, AND SYSTEM PUPILS IN THE PRIMARY GRADES FROM 1972-73 THROUGH 1975-76

	1972-73			1973-74			1974-75				1975-76			
	First	Second	Third	First	Second	Third	First	Second	Third	50	First	Second	Third	50
Follow Through Schools	106	94	90	108	96	93	108	100	92	97	105	97	92	101
Comparison Schools	104	94	93	100	94	91	101	92	87	97	103	95	88	96
System	104	97	93	104	97	95	104	100	93	99	105	98	93	99

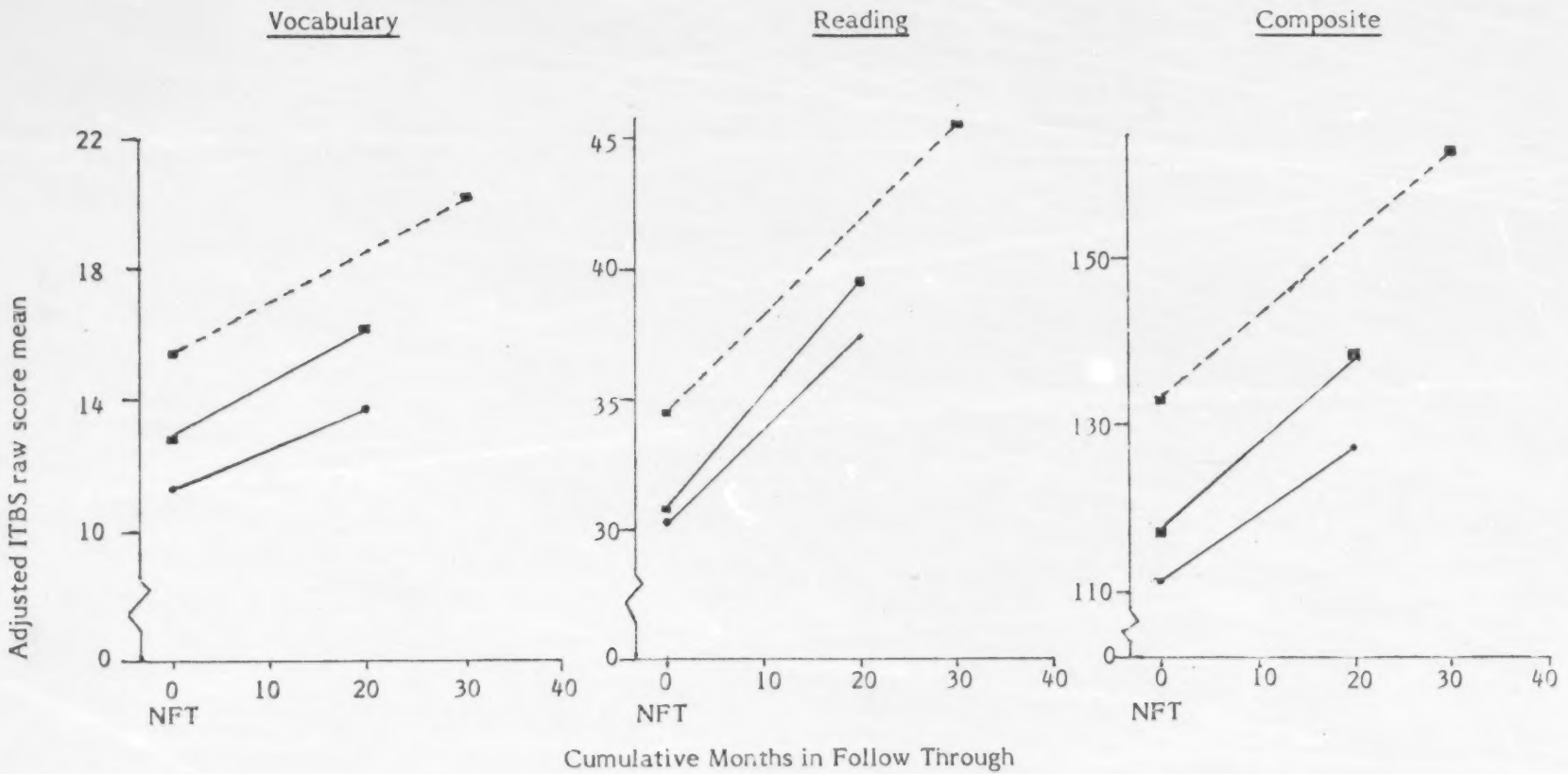
TABLE 18

GRADE LEVEL DESIGNATIONS FOR COHORTS 0 THROUGH 8 FOR EACH SCHOOL YEAR FROM 1968-69 THROUGH 1976-77

	School Years/Grades								
Cohort	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
0	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1	—	K	1st	2nd	3rd	4th	5th	6th	7th
2	—	—	K	1st	2nd	3rd	4th	5th	6th
3	—	—	—	K	1st	2nd	3rd	4th	5th
4	—	—	—	—	K	1st	2nd	3rd	4th
5	—	—	—	—	—	K	1st	2nd	3rd
6	—	—	—	—	—	—	K	1st	2nd
7	—	—	—	—	—	—	—	K	1st
8	—	—	—	—	—	—	—	—	K

FIGURE 1

PERFORMANCE OF FOLLOW THROUGH VERSUS NON-FOLLOW THROUGH COMPARISON SCHOOL PUPILS IN COHORTS 4 AND 5 ON IOWA TESTS OF BASIC SKILLS VOCABULARY, READING, AND COMPOSITE RAW SCORES*



■ Cohort 4
• Cohort 5
— First grade
--- Second grade

NFT — Non-Follow Through comparison school pupils (0 months in Follow Through)

*Data summarized from Sponsor Technical Report #: G007507235-002a, November 1976

FIGURE 2

MEAN GAIN IN BASECHECK SCORES FOR 1975-76
FOR EACH FOLLOW THROUGH SCHOOL

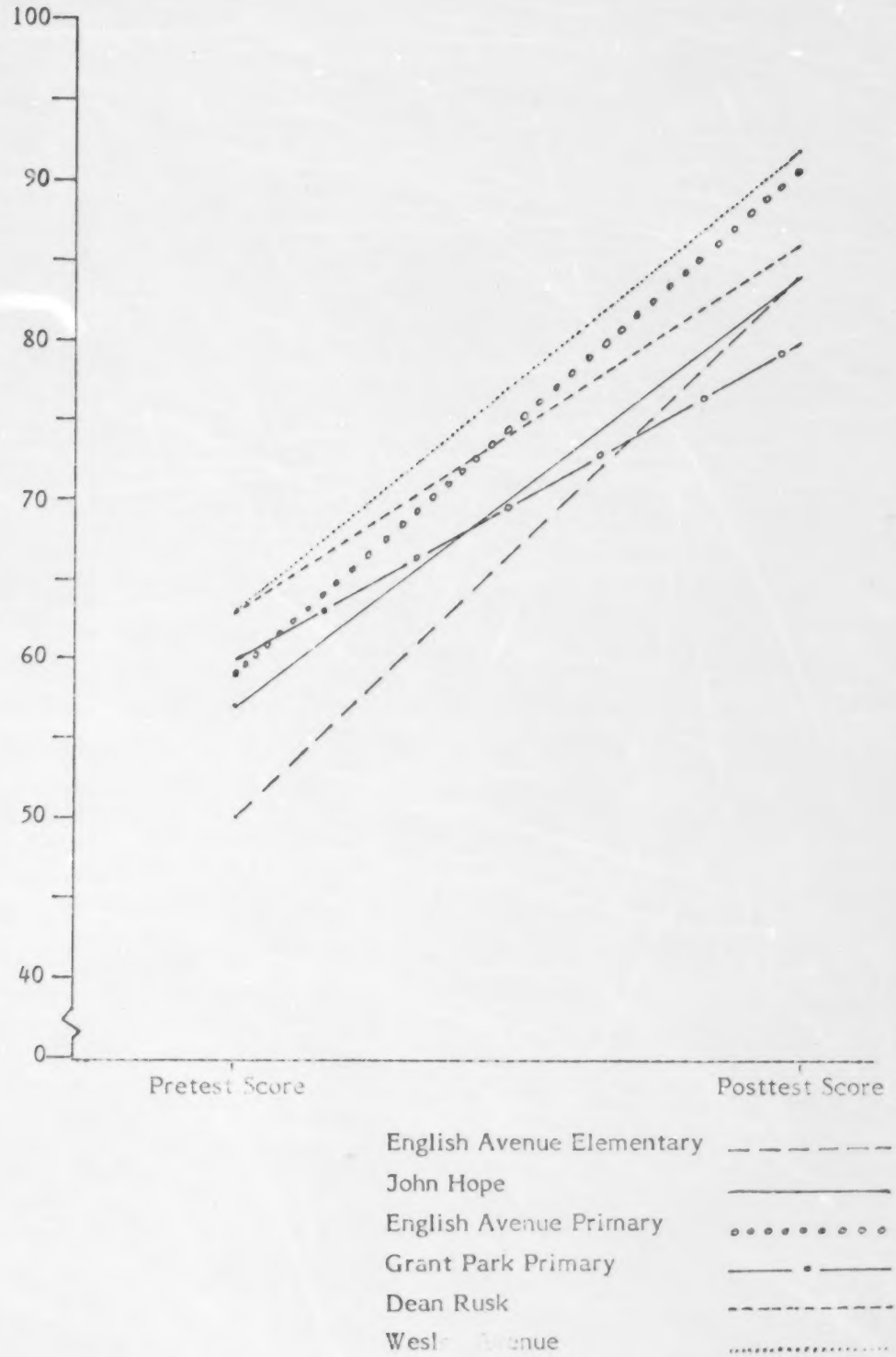


TABLE 19

AVERAGE METROPOLITAN READINESS TEST SCORES
FOR FOLLOW THROUGH PUPILS ENTERING FIRST GRADE
FROM 1970-71 THROUGH 1975-76*

Subtests	1970-71	1971-72	1973-74	1974-75	1975-76	National Norm
Word Meaning	6.9	6.2	6.0	6.4	5.9	8.7
Listening	9.8	9.6	9.0	9.1	9.0	8.9
Matching	7.5	7.5	8.1	8.3	7.4	7.5
Alphabet	9.9	11.1	11.2	11.4	12.1	9.4
Numbers	10.0	10.5	9.6	11.0	9.7	12.0
Copying	6.2	6.5	6.2	6.8	6.5	6.8
Follow Through Kindergarten						
Test Total	49.4	51.4	50.5	53.0	50.9	53.3
N	229	247	145	166	187	
New to Follow Through						
Test Total	42.1	42.6	**	47.5	43.8	
N	148	91	**	119	89	

*The MRT was not administered during 1972-73.
**No data were available.

TABLE 20

AVERAGE SCORES ON THE PHONIC SKILLS TEST FOR FOLLOW THROUGH AND COMPARISON SCHOOLS SPRING 1976

Schools	N	Grade	Letter Sounds	Decoding	Auditory Blending	Reading Sentences	Test Total
English Avenue	55	2	9	14	25	16	65
John Hope	65	2	8	8	22	11	50
Dean Rusk	55	2	9	14	20	17	61
Wesley Avenue	55	2	8	13	20	15	57
Follow Through Second Grades	230	2	8	12	22	15	58
Bethune	21	2	8	12	9	14	45
Cook	20	2	7	9	4	12	34
Craddock	20	2	5	10	9	14	40
Comparison Second Grades	61	2	7	10	7	13	38
English Avenue	62	3	9	17	24	19	71
John Hope	40	3	8	16	21	19	67
Dean Rusk	49	3	9	15	23	17	66
Wesley Avenue	52	3	9	18	26	19	74
Follow Through Third Grades	203	3	9	17	24	19	70
Bethune	26	3	8	19	15	22	65
Cook	20	3	9	11	8	15	44
Craddock	20	3	8	13	12	17	52
Comparison Third Grades	66	3	8	15	12	18	55
English Avenue Primary	49	50	9	16	24	18	68
Grant Park Primary	35	50	9	20	29	20	79
Follow Through Nongraded Classes	84	50	9	18	26	19	73
Slaton	43	50	9	13	17	14	55
Comparison Nongraded Classes	43	50	9	13	17	14	55

Instruction/Staff Development section of this report. See Table 6. Follow Through schools surpassed comparison schools on the average on each subtest and the test total with the exception of the letter sounds subtest in the nongraded classes. In this case, Follow Through and comparison school classes have the same mean score. The greatest subtest difference between Follow Through and comparison school classes is found on the auditory blending subtest. The Follow Through second grade average on the auditory blending subtest was 22; the comparison school second grade average was 7. The averages for Follow Through and comparison school third grades on the auditory blending subtest were 24 and 12, respectively. Follow Through and comparison nongraded classes averaged 26 and 17, respectively.

— Within Follow Through schools, the total PST average on the second grade level revealed that English Avenue Elementary School scored highest, 65, whereas John Hope Elementary School scored lowest, 50. There was less variation in total PST averages at the third grade level than there was at the second grade level. Wesley Avenue and English Avenue Elementary scored highest, 74 and 71, respectively. Dean Rusk Elementary and John Hope Elementary scored lowest, 66 and 67, respectively. In combining mean scores of second and third grade pupils in each Follow Through school, Grant Park Primary School was found to have the highest test total mean score, 79; and John Hope Elementary School had the lowest, 57. There was little variation among the remaining schools; their mean total PST scores ranged from 63 to 68.

— The affective status of Follow Through pupils is reflected in BMS, IARS, Coopersmith Self-Esteem Inventory, TASC, and GASC data. Summaries of these data follow.

— Table 21 shows the average rating of teachers and aides at each Follow Through school for academic, social, and emotional maturity scales on the BMS plus the mean total maturity scale ratings. The maximum possible rating for each subscale is 30; the maximum total rating is 90. Teachers and aides tended to rate Follow Through children high on the academic, social, and emotional scales. The program average for both teachers and aides for the three subscales was 20, 21, and 22, respectively. Teachers and aides rated the children highest on the emotional maturity subscale and next highest on the social maturity subscale. The academic maturity subscale had the lowest rating.

— Table 22 shows correlations between teaching teams at each school on the BMS ratings for academic, social, emotional, and scale total. Separate correlations were done for the same teacher and aide in a school if that teaching team was assigned to more than one grade and section, i.e., a combination class. Most correlations were positive, which indicates that both individuals rated the same children in the same manner, e.g., both rated the same child high or both rated the same child low. There were a few negative correlations, mainly at John Hope Elementary School. These negative correlations indicate that the teacher and aide did not rate the child in the same manner, for example, one teaching team member rated the child high while the other rated the child low.

— In order to examine agreement among teaching teams, the correlations were divided arbitrarily into three categories. The high agreement category included those teams with a total BMS score correlation of 0.66 or greater. Correlations between 0.65 and 0.34 were placed in a middle category. Positive correlations below 0.34 and all negative correlations were placed in the low agreement category. The percentage of ratings falling in the high agreement category at each school was as follows: English Avenue Primary School, 83 per cent; English Avenue Elementary School, 70 per cent; Dean Rusk Elementary School, 64 per cent; Wesley Avenue Elementary School, 56 per cent; Grant Park Primary School, 25 per cent; and John Hope Elementary School, 20 per cent.

— The results for the Coopersmith Self-Esteem Inventory for third grade classes at Follow Through and comparison schools are presented in Table 23. There were no differences in the average scores for all Follow Through classes and all comparison school classes. The average for both groups was 28.9. Of the Follow Through schools, English Avenue Elementary School had the highest score average, 30.8; Grant Park Primary had the lowest score average, 27.7. There was little variation across classes; therefore, class averages were not listed.

TABLE 21

AVERAGE RATINGS ON THE BEHAVIOR MATURITY SCALE BY TEACHERS AND AIDES AT EACH FOLLOW THROUGH SCHOOL FOR EACH SUBSCALE AND THE TOTAL SCORE DECEMBER 1975

School	N	Teachers				Aides			
		Academic	Social	Emotional	Total	Academic	Social	Emotional	Total
English Avenue Primary	150	20	21	21	62	22	23	22	68
English Avenue Elementary	235	18	21	22	62	19	20	22	62
Grant Park Primary	98	21	22	22	65	21	24	24	70
John Hope	194	19	20	21	61	20	20	20	60
Dean Rusk	195	20	19	22	62	21	23	23	68
Wesley Avenue	216	21	22	23	66	20	20	22	63
All Follow Through Schools	1,088	20	21	22	63	20	21	22	64

TABLE 22

CORRELATIONS BETWEEN INDIVIDUAL TEACHING TEAM MEMBERS AT EACH FOLLOW THROUGH SCHOOL ON BEHAVIOR MATURITY SCALE RATINGS
DECEMBER 1975

School	Academic	Social	Emotional	Total
English Avenue Elementary				
Teaching Team A	0.64	0.48	0.51	0.60
Teaching Team B	0.58	0.48	0.33	0.46
Teaching Team C	0.63	0.70	0.75	0.79
Teaching Team D	0.87	0.86	0.86	0.89
Teaching Team E	0.82	0.63	0.77	0.78
Teaching Team C	0.76	0.66	0.36	0.60
Teaching Team F	0.80	0.65	0.61	0.76
Teaching Team G	0.66	0.67	0.23	0.67
Teaching Team H	0.94	0.89	0.85	0.91
Teaching Team I	0.75	0.65	0.49	0.78
English Avenue Primary				
Teaching Team A	0.20	0.10	0.05	0.24
Teaching Team B	0.66	0.63	0.54	0.72
Teaching Team C	0.76	0.63	0.69	0.80
Teaching Team D	0.86	0.67	0.44	0.74
Teaching Team E	0.81	0.42	0.55	0.73
Teaching Team F	0.90	0.87	0.88	0.90
Grant Park Primary				
Teaching Team A	0.46	0.63	0.56	0.65
Teaching Team B	0.58	0.59	0.45	0.60
Teaching Team C	0.66	0.17	0.30	0.54
Teaching Team D	0.61	0.63	0.77	0.76
John Hope				
Teaching Team A	0.56	-0.25	0.48	0.34
Teaching Team B	0.66	0.47	0.55	0.65
Teaching Team C	-0.83	-0.67	-0.54	-0.79
Teaching Team D	0.77	0.31	0.34	0.47
Teaching Team E	0.19	-0.10	0.44	0.27
Teaching Team F	0.70	0.69	-0.52	0.52
Teaching Team E	-0.33	-0.06	0.17	-0.26
Teaching Team F	0.72	0.60	0.50	0.62
Teaching Team G	0.77	0.78	0.66	0.71
Teaching Team H	0.90	0.85	0.84	0.88

School	Academic	Social	Emotional	Total
Dean Rusk				
Teaching Team A	0.26	0.36	0.00	0.28
Teaching Team B	0.72	0.53	0.44	0.64
Teaching Team C	0.65	0.72	0.18	0.66
Teaching Team A	0.68	0.47	0.76	0.71
Teaching Team C	0.71	0.26	0.49	0.62
Teaching Team D	0.35	0.43	0.37	0.33
Teaching Team E	0.87	0.85	0.85	0.91
Teaching Team D	0.84	0.81	0.21	0.70
Teaching Team F	0.71	0.28	0.74	0.69
Teaching Team G	0.64	0.67	0.63	0.69
Teaching Team H	0.72	0.79	0.66	0.80
Wesley Avenue				
Teaching Team A	0.91	0.90	0.85	0.94
Teaching Team B	0.70	0.34	0.52	0.56
Teaching Team C	0.43	0.40	0.69	0.33
Teaching Team C	0.85	0.79	0.30	0.82
Teaching Team D	0.72	0.58	0.58	0.70
Teaching Team E	-0.23	0.50	0.13	0.19
Teaching Team F	0.76	0.43	0.12	0.61
Teaching Team G	0.68	0.66	0.61	0.76
Teaching Team H	0.61	0.76	0.51	0.70

TABLE 23

AVERAGE SCORES ON THE COOPERSMITH SELF-ESTEEM INVENTORY FOR FOLLOW THROUGH AND COMPARISON SCHOOLS, SPRING 1976

Follow Through School	N	Mean	Comparison School	N	Mean
English Avenue Elementary	59	30.8	Bethune Elementary	43	28.8
English Avenue Primary	42	29.1	Cook Elementary	83	29.0
Grant Park Primary	50	27.7	Craddock Elementary	50	30.1
John Hope Elementary	42	28.2	Slaton Elementary	37	27.1
Dean Rusk Elementary	42	28.5			
Wesley Avenue Elementary	48	28.7			
All Follow Through Schools	283	28.9	All Comparison Schools	213	28.9

— The average score on the Coopersmith Self-Esteem Inventory for Follow Through and comparison school females was 28.7 (N=232); the average for all males was 29.1 (N=264).

— Table 24 shows the results of the IARS for a sample of Follow Through and comparison school classes. The test is divided into two subscales, success and failure. Each subtest has a maximum score of 17; the maximum total test score is 34. The higher a pupil's score the more it reflects acceptance of responsibility by the pupil for his/her actions and the more he/she feels a sense of control over external events. The success score indicates the degree to which the pupil accepts responsibility for his/her successes. The failure score is a measure of the acceptance of the responsibility for an individual's failures. There was almost no difference between the overall Follow Through and the overall comparison schools averages. The averages for the success and failure subscales for both Follow Through and comparison schools were 11.8 and 9.6, respectively. The total score averages for Follow Through and comparison schools were 21.5 and 21.4, respectively.

— Follow Through and comparison pupils consistently scored higher on the success subscale than they did on the failure subscale. Among the Follow Through classes, there appears to be more variation among average scores on the failure subscale than on the success subscale. Comparison school classes appeared to have more variation on mean scores on the success subscale than did the Follow Through classes.

— Among the Follow Through schools, pupils at John Hope Elementary School had the highest mean total score on the IARS, 22.3. English Avenue Elementary School pupils had the lowest mean total score, 20.7.

— Collapsing scores for both Follow Through and comparison school pupils revealed that females scored higher than males on the success and failure subscales and on the total test score. The scores for success, failure, and total test for females (N=225) were 9.8, 12.2, and 22.0, respectively. The corresponding scores for males (N=266) were 9.5, 11.5, and 21.0.

— A summary of the GASC and TASC scores for Follow Through and comparison pupils yielded a mean of 20.2 for both Follow Through (N=975) and comparison (N=489) pupils on the GASC and means of 14.1 (N=991) and 12.6 (N=496) for Follow Through and comparison pupils, respectively, on the TASC. These data indicate no difference in GASC means and a 1.5 difference between TASC means. Tests of significance have not been run on these scores.

— Questions about the helpfulness of the Follow Through Program for pupils were included on the Teacher Information questionnaire. A summary of the teachers' responses to these questions are included in Table 25. At least 80 per cent of the teachers' responses fell into the two most positive categories for all questions tabled except two.

— At least 50 per cent of the teachers responded "a great deal" to the questions about the Follow Through Program's helpfulness in teaching reading, having pupils make their own choices, and delivering medical and dental services.

— Teachers and parents both rated the program relatively low in teaching pupils about their own community. Thirty-eight per cent of the teachers' responses and 39 per cent of the parents' responses to this item were "a great deal."

— On the average, there was a higher percentage of Follow Through pupils than non-Follow Through pupils in Follow Through schools; 56 per cent of all pupils in Follow Through schools were enrolled in the Follow Through Program. The average attendance for the year for all grades in the Follow Through schools was 93.1; the average attendance for all grades in the comparison schools was 92.1. The System's elementary average was 93.3.

— In reviewing attendance records of Follow Through pupils in each Follow Through school, Follow Through pupils had the highest percentage of attendance at Dean Rusk Elementary School. Pupils at Grant Park Primary School had the lowest attendance. The attendance of Follow Through pupils at English Avenue Elementary School ranked third highest.

— In sponsor analyses of absence rates, 80 per cent of the comparisons between Follow Through and comparison pupils in Cohorts 3, 4, and 5 revealed that Follow Through pupils had significantly lower ($p < .05$)

TABLE 24

AVERAGE SCORES ON THE INTELLECTUAL ACHIEVEMENT RESPONSIBILITY SCALE
FOR A SAMPLE OF CLASSES FROM FOLLOW THROUGH
AND COMPARISON SCHOOLS
SPRING 1976

Follow Through School	Classes	N	Success	Failure	Total	Comparison School	Classes	N	Success	Failure	Total
English Avenue Elementary	1	29	11.4	9.3	20.7	Bethune	1	21	13.0	10.0	23.0
	2	30	11.8	8.8	20.7		2	22	12.7	10.5	23.2
School Average		59	11.6	9.1	20.7	School Average		43	12.8	10.3	23.1
English Avenue Primary	1	21	11.9	9.8	21.6	Cook	1	12	10.8	8.8	19.6
	2	20	11.7	10.3	22.0		2	29	12.2	9.6	21.8
School Average		41	11.8	10.0	21.8		3	24	12.0	9.5	21.5
							4	15	9.7	8.7	18.5
Grant Park Primary	1	21	11.0	8.3	19.3	School Average		80	11.5	9.3	20.7
	2	19	13.0	10.8	23.8						
School Average		40	12.0	9.5	21.5	Craddock	1	25	10.4	8.8	19.3
							2	25	11.7	10.4	22.1
John Hope	1	24	12.2	9.8	22.0	School Average		50	11.1	9.6	20.7
	2	18	12.3	10.4	22.7						
School Average		42	12.3	10.0	22.3	Slaton	1	21	13.0	10.7	23.7
							2	15	11.2	7.6	18.8
Dean Rusk	1	4	13.0	11.5	24.5	School Average		36	12.2	9.4	21.6
	2	14	11.4	9.6	21.1						
	3	24	11.3	9.4	20.7	Comparison Schools					
School Average		42	11.5	9.7	21.2	Average		209	11.8	9.6	21.4
Wesley Avenue	1	31	11.3	9.9	21.2						
	2	27	12.5	9.3	21.7						
School Average		58	11.9	9.6	21.5						
Follow Through Schools Average		282	11.8	9.6	21.5						

TABLE 25

FREQUENCY AND PERCENTAGE OF TEACHERS' RESPONSES TO SELECTED QUESTIONS FROM THE TEACHER INFORMATION QUESTIONNAIRE

Question	Responses: A Great Deal		Some		Very Little		Not At All		No Answer	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
In general, how helpful do you think the Follow Through Program has been to (child's name)?*	90	43.3	80	38.5	26	12.5	10	4.8	2	1.0
How much has the Follow Through Program helped to make (child's name) feel sure of him/herself?	95	45.7	84	40.4	24	11.5	4	1.9	1	0.5
How much has the Follow Through Program helped (child's name) to get along with others?	82	39.4	97	46.6	22	10.6	6	2.9	1	0.5
How much has the Follow Through Program helped (child's name) to like to do school work?	93	44.7	86	41.3	17	8.2	10	4.8	2	1.0
How much has the Follow Through Program helped (child's name) to think and to understand?	80	38.5	83	39.9	27	13.0	5	2.4	13	6.3
How much has the Follow Through Program taught (child's name) about reading?	111	53.4	63	30.3	16	7.7	5	2.4	13	6.3
How much has the Follow Through Program taught (child's name) about self-expression through music, art, and language?	69	33.2	101	48.6	19	9.1	6	2.9	13	6.3
How much has the Follow Through Program taught (child's name) about numbers and arithmetic?	82	39.4	93	44.7	15	7.2	5	2.4	13	6.3
How much has the Follow Through Program taught (child's name) about his/her community?	63	30.3	82	39.4	45	21.6	5	2.4	13	6.3
How much has the Follow Through Program helped (child's name) make choices on his/her own?	105	50.5	69	33.2	18	8.7	3	1.4	13	6.3
How much has the Follow Through Program helped (child's name) receive medical services?	113	54.3	55	26.4	13	6.3	13	6.3	14	6.7
How much has the Follow Through Program helped (child's name) receive dental services?	113	54.3	61	29.3	6	2.9	13	6.3	15	7.2

*The choices of responses to this question were very/extremely helpful, fairly helpful, slightly helpful, and not helpful at all.

absence rates than did comparison pupils. In the remaining two of the ten comparisons there were no significant differences in absence rates between Follow Through and comparison pupils. In one of these comparisons, the absence rate of the comparison pupils was lower than that of the Follow Through pupils.

— Teachers on the primary level system wide were involved in administering the CPSI, CIP, and ITBS. Follow Through provided assistance for these tests upon teacher request by sending in additional monitors or by holding classes while small groups were tested. Follow Through administered seven instruments which were not required by the School System in order to monitor program effects. Of these seven instruments, Follow Through teaching teams were required to complete one, BMS. Follow Through teaching teams were given the option of participating in the administration of one instrument, Basecheck. Some teaching teams elected to be involved in the administration of this instrument and some did not. None of the Follow Through teaching teams were involved in the administration of MRT, PST, IARS, Coopersmith Self-Esteem Inventory, TASC, and GASC.

— Teachers in comparison schools were not involved in the administration of Follow Through tests. Testing of comparison school pupils was conducted by Follow Through assistant teachers and testers contracted by Follow Through.

— Data collected at the local site were used in evaluations at the local, sponsor, and national levels.

— Teaching teams received feedback on the following instruments or reports during the year: Basecheck, MRT, PST, ITBS, and Reading Progress. The following tests were administered during the end of the school year: TASC, GASC, IARS, and Coopersmith Self-Esteem Inventory. Summary data analyses for these instruments were not available for feedback to teaching teams by the end of the school year.

— Assistant teachers reported that the in-service training they received during the year was generally of average helpfulness to them in carrying out their work in the classrooms. They reported that training in the use of the Conversation Games was most helpful and training in classroom management was least helpful.

Conclusions

1. In general, Follow Through pupils had higher grade equivalent scores than comparison school pupils on ITBS reading, math, and composite. Total Follow Through mean grade equivalent scores were generally the same as School System averages for first, second, and third grades in reading, math, and composite. This pattern has been evident for several years. Sponsor analyses have lent strong support for the conclusion that Follow Through pupils have continued to perform better than comparison school pupils on reading and composite scores. Sponsor analyses which were controlled for preschool experience, Basecheck scores, and absence rates demonstrated that Follow Through pupils performed significantly better on ITBS reading, vocabulary, and composite. It appears that the Follow Through Program has had a positive impact on Follow Through pupils in terms of ITBS performance.

2. All Follow Through schools demonstrated gains from Basecheck pretest to posttest. The average gain across Follow Through schools was 27 points indicating that Follow Through pupils benefited from their kindergarten experience. MRT data lend support for the assumption that it is the Follow Through kindergarten experience which is important in preparing the child for his/her school career. Follow Through first grade pupils with Follow Through kindergarten experience performed significantly better on the MRT than Follow Through first grade pupils with no Follow Through kindergarten experience. It appears that Follow Through kindergarten has a significant positive impact upon the mean score of first graders on the MRT indicating that Follow Through kindergarten experience improves readiness to handle first grade work.

3. Ratings by teachers and aides on the BMS are useful indicators of both the impressions teaching team members have of the maturity of individual pupils and of differences teaching team members have in their perceptions of pupil maturity. In general, Follow Through teachers and aides rate their pupils' levels of academic, social, and emotional maturity as being almost equal. The majority of Follow Through teaching teams show high positive agreement in their perceptions of their pupils' maturity. The main exceptions to this

tendency of high positive agreement occurred at John Hope Elementary School where only 20 per cent of the ratings fell into the high positive agreement category and where all the negative correlations except one occurred.

4. Follow Through and non-Follow Through comparison pupils scored equally high on the Coopersmith Self-Esteem Inventory and the IARS. It is possible that these instruments are not sensitive enough to detect effects of the model on Follow Through pupils or perhaps that Follow Through and comparison schools are achieving similar effects through different methods.

5. Follow Through and comparison pupils scored essentially the same on the general anxiety measure. Follow Through pupils scored slightly higher on the measure of test anxiety, but no tests of significance have been done on these scores. It does not appear that there will be significant differences between Follow Through and comparison pupils on general and test anxiety scores.

6. The percentage of pupil attendance in Follow Through schools during the 1975–76 school year was 0.2 of one per cent below the System average, but the attendance in the Follow Through schools surpassed that of the comparison schools by one per cent. It has been demonstrated in previous years that Follow Through pupils have significantly better attendance than do comparison school pupils. Longitudinal analyses by the sponsor staff have revealed that for pupils in Cohorts 3, 4, and 5, Follow Through pupils had significantly lower absence rates than did comparison school pupils.

7. The assistance in data collection provided for Follow Through teaching teams kept disruption of the instructional process at a minimum. Follow Through teaching teams found the assistance provided them conducting System required testing to be highly valuable, particularly in allowing them to test small groups of pupils while the remaining pupils were involved in planned instructional activities. In some cases, more assistance was requested by teaching teams than could be provided. Principals and program assistants reported that Follow Through testing requirements would have been difficult to carry out without greatly disrupting the instructional program if the assistance team had not administered nearly all of the Follow Through required tests.

8. The model sponsor reported that the data collected for its staff at the local level were most valuable in compiling sponsor reports. Representatives from the national Follow Through cost analysis study group and the Stanford Research Institute also expressed their appreciation for data and assistance provided and found the data collected to be helpful in their respective studies. It was the opinion of the local Follow Through central staff that data collected locally were important and necessary to complete reports on the effects of the program. In addition, local Follow Through staff have reported that assistance provided by evaluation personnel has been beneficial in enabling them to be more thorough in evaluating their own progress toward objectives.

9. It was the opinion of program evaluation personnel, Follow Through central staff, Atlanta Public Schools research assistant, and model sponsor staff that collaboration between them facilitated the development and implementation of a data feedback system for teaching teams.

Recommendations

1. Cognitive and affective data should be collected in order to determine program effects. The Intellectual Achievement Responsibility Scale, Coopersmith Self-Esteem Inventory, and General and Test Anxiety Scales should be carefully studied to determine their appropriateness in evaluating program effects. If any of these instruments is not sensitive enough to detect differences, its use in program evaluation should not be continued.

2. Efforts should be continued to find or develop instruments to measure specific model effects in particular pupil independence and interdependence in learning.

3. Pupil attendance should continue to be monitored to determine differences between Follow Through and non-Follow Through pupils. An effort should be made to isolate comparison school pupil attendance data in the primary grades from the total comparison school pupil

attendance data so that they can be used in local data analysis. System-wide attendance data also should be sought for the primary grades.

4. The involvement of teaching teams in data collection should continue at a minimum, and every effort should be made to reduce the current level of teaching team involvement in data collection.

5. The collection of Follow Through data which facilitates local, sponsor, and national evaluations should be continued.

6. Collaboration between Follow Through evaluation personnel, Follow Through central staff, Atlanta Public Schools Division of Research and Evaluation, and model sponsor staff should continue since it was considered useful and necessary for the development and implementation of the data feedback system for teaching teams. An effort should be made to improve the feedback system by decreasing the turnaround time for data feedback to teaching teams.

7. The evaluation assistant, parent involvement leader, and PAC representatives should pursue the development of a data feedback system for parents. The system should include information about the overall Follow Through program, specific schools, and individual pupils.

8. Efforts should be continued to improve in-service training for assistant teachers by providing training that best meets their needs.

9. The scheduling of assistant teachers for various duties including releasing teaching teams for planning time and in-service activities, assisting in the classroom with small groups of children, and testing and related evaluation activities should be investigated to determine if a more effective schedule can be arranged.

COST

Follow Through funding is based on a per pupil allotment for each eligible pupil. Eligibility is determined by family size and income. For 1975–76, $633 was provided by the U. S. Office of Education for each eligible pupil. The number of eligible pupils for whom funds can be requested is determined by the highest number of eligible pupils enrolled by the time the proposal is written. In December 1974, 1,054 pupils were identified as eligible and 121 pupils were identified as ineligible. In addition to the funds provided through the U. S. Office of Education, the Follow Through Program receives money from Title I. The System is required to provide 25 per cent in matching funds. The Federal Government also makes funds available for supplementary training.

The Follow Through Program received the following amounts for its operation during 1975–76: $630,511, Federal; $157,628, System (in-kind and cash); and $146,399, Title I. A total of $934,538 was provided from these three sources. In addition, funds from the Federal government for supplementary training were provided which totaled $10,545. Federal funding was not provided on the basis of the requested amount because one-fourth of the eligible kindergarten pupils were not included in the funding.

Eligible and ineligible Follow Through pupils receive almost equivalent services. The major difference is that Follow Through funds cannot be used to pay for the medical and dental services provided for ineligible pupils. The actual number of eligible and ineligible pupils flucuated during the school year as pupils entered and withdrew from school. The percentage of eligible pupils in the program ranged form 90 to 95 per cent during 1975–76 but funding for the program remained fixed at the amount cited above. Using the total amount funded for 1975–76, $934,538, not including funds for supplementary training, and the number of eligible and ineligible pupils established at the time the budget was developed, 1,175, a per pupil cost of $795 is derived.

Cost data are presented for each component in Table 26. Costs are derived from expenditures of funds budgeted for 1975–76. Costs are separated into personnel costs and other costs. Other costs include expenditures for such items as materials, supplies, and travel. Within each component, costs are presented for school, Follow Through central office, and/or other locations as necessary. The instruction/staff development component shows the highest total per pupil cost, $418. This cost accounts for 59 per cent of the cost of all components. Psychological services has the lowest total per pupil cost, $14, which is two per cent of total components costs. The other components are ranked from highest to lowest by total per pupil cost and the percentage of total components costs represented are

given. The components are parent involvement/Policy Advisory Council, 12 per cent; health services, nine per cent; administration, nine per cent; social services, five per cent; and evaluation, four per cent. The total per pupil cost for all components is $713. The indirect costs and in-kind contribution per pupil are $33 and $49, respectively. These figures yield a per pupil expenditure of approximately $795.

TABLE 26

FOLLOW THROUGH COST DATA
PER PUPIL EXPENDITURES BY COMPONENT
1975–76

Component	Per Pupil Costs		
	Personnel	Other	Total
Administration			
School	$ 27.75	$ —	$ 27.75
Central Office	31.41	1.62	33.03
Component Total	$ 59.16	$ 1.62	$ 60.78
Instruction/Staff Development			
School	$313.34	$ 6.77	$320.11
Central Office	85.85	1.19	87.04
Staff Development	9.97	1.12	11.09
Component Total	$409.45	$ 9.08	$418.24
Parent Involvement/ Policy Advisory Council			
School	$ 55.58	$ 0.37	$ 55.95
Central Office	27.17	0.64	27.81
PAC	—	5.53	5.53
Component Total	$ 82.75	$ 6.54	$ 89.29
Social Service			
School	$ 25.35	$ 0.21	$ 25.56
Central Office	10.28	0.38	10.66
Component Total	$ 35.63	$ 0.59	$ 36.22
Psychological Services			
School	$ —	$ —	$ —
Central Office	13.62	0.21	13.83
Component Total	$ 13.62	$ 0.21	$ 13.83
Health Services			
School	$ —	$26.21	$ 26.21
Central Office	38.12	0.38	38.50
Component Total	$ 38.12	$26.59	$ 64.71

TABLE 26 (Cont'd)

Component	Per Pupil Costs		
	Personnel	Other	Total
Evaluation			
School	$ —	$ —	$ —
Central Office	29.04	0.67	9.71
Component Total	$ 29.04	$ 0.67	$ 29.71
Total — All Components			
School	$422.02	$33.56	$455.58
Central Office	235.49	5.09	240.58
Other	9.97	6.65	16.62
Total	$667.48	$45.30	$712.78
Indirect Cost			$ 33.42
In-Kind Contribution			48.86
Per Pupil — Total Cost			$795.06

CONCLUSIONS AND RECOMMENDATIONS

The following conclusion and recommendations are based on a synthesis of the information gathered about each component. They represent an external evaluation of overall program operations.

Conclusions

1. Efforts to improve model implementation at the local schools constituted a major portion of the instructional and administrative activities during 1975–76.
2. Development and use of the Model Implementation Checklist was an important part of the instructional activities. Use of the Model Implementation Checklist facilitated instructional activities by specifying model-related activities, providing a focus for training needs, monitoring implementation, and providing immediate feedback to teachers. Major limitations of this instrument are variability among raters and an inadequate measure of the quality of implementation.
3. The commitment of individual teachers to model implementation is critical, but it alone is not enough to assure implementation of the program. Administrators at the local, area, and central levels must be

supportive of the program through such activities as encouraging teachers to implement the program, assisting in monitoring implementation, coordinating scheduled activities, and assuring that only teachers who are committed to implementing the program are involved in it.

4. Cooperation between the model sponsor and the Atlanta Follow Through staff was essential in completing training and evaluation activities.

5. The Follow Through Program offers a useful, viable model for parent participation in local schools. The role of the parent worker as a liaison between the program and school and the community is a major aspect of this model.

6. Services are provided to both the children and parents through the psychological, social, and health services components which supplement services provided by the System, but the relationship between Follow Through and System services is not clearly defined.

7. Experience in Follow Through kindergarten prepares pupils to begin first grade. Experience in the Follow Through Program in grades one through three influences achievement. Follow Through pupils generally perform better on the Iowa Tests of Basic Skills than do comparison school pupils. Follow Through scores are close to System averages and reflect similar fluctuations in scores over time.

8. The affective instruments used, IARS, Coopersmith Self-Esteem Inventory, TASC, and GASC, do not appear to be adequate to measure program effects. In addition, they are not designed to specifically measure such model-related outcomes as independence and interdependence in learning.

9. The cost of operating the Follow Through Program is higher than the cost of many of the other compensatory programs in the System. The Follow Through Program pays for comprehensive services which are not supported by other compensatory programs in the System. Health services, social services, psychological services, parent involvement/Policy Advisory Council, and evaluation costs accounted for 32 per cent of the Follow Through per pupil component cost. In addition, the Follow Through Program has a more extensive staff development and training program than do most of the other compensatory programs.

Recommendations

1. The emphasis on model implementation should continue. Monitoring of classrooms should include data on the quality as well as the quantity of implementation.

2. All individuals at the schools involved in the program, in particular the principal, primary teachers, and Follow Through personnel, should reassess their commitment to the program. All efforts should be made by Follow Through and System administrative staffs to assure that the individuals involved in the program desire to continue their involvement in and support of the program.

3. Some system should be developed so that the School System is more accountable for its role in the successful implementation of the Follow Through Program. In particular, teacher assignments, coordination of program and System in-service efforts, and commitment to implementation should be monitored.

4. Personnel in the Atlanta Public Schools should closely study the model for parent involvement which operates in the Follow Through schools. In particular, the role of the parent worker as a liaison between the school and the community should be examined to determine if such a function would be an asset in other school communities.

5. Efforts should be made to clarify the relationships between the services offered through the Follow Through Program and the services offered through the System. These services include those provided for pupils and their families, e.g., psychological, social, and health services and those provided for teachers, e.g., in-service training.

6. The model developed by the Follow Through Program for the delivery of health and social services should be examined by the System to determine if any aspects of these delivery systems could be incorporated into System activities in order to facilitate the delivery of such services to other pupils in the System.

7. The continuity in placement of pupils from one grade to the next should be closely monitored in order to determine if achievement gains made during one school year are carried over into the next school year.

8. Testing should be limited to those instruments which have been selected for their ability in monitoring program effects and/or providing adequate comparison data.

APPENDIX

FOLLOW THROUGH STAFF ROSTERS
1975-76

Administration

Director:	Frances M. Cox
Senior Stenographer:	Mignon McDonald
Typist:	Minnie Rowe
Office Aide:	Margaret C. Simmons
Parent Assistants:	Bessie Ellison, English Avenue Elementary Bernie P. Fuller, English Avenue Primary Roberta Hamilton, Grant Park Primary Claudine Harris, John Hope Elementary Ellen Clark, Dean Rusk Elementary Evie M. Taylor, Wesley Avenue Elementary
Follow Through Principals:	Fred Hammonds, English Avenue Elementary Stella Lewis, English Avenue Primary Daisy Harris, Grant Park Primary Calvin Williamson, John Hope Elementary John Aldridge, Dean Rusk Elementary Robert Warren, Wesley Avenue Elementary

Instruction

Instructional Coordinator:	Catherine Cortelyou
Model-Related Specialists:	Ruth T. Watts, Instructional Materials Development India Minnette Nesbitt, Street/Folk/Music Games Marijo Hartland, Learning Centers/Art Georgia K. Miller and Janice J. Royals, Communications/Langauge Development for Kindergarten

Production Aide:	Matilda Martin
Program Assistants:	Jeanne M. Gray, English Avenue Elementary Anne C. Hutchinson, English Avenue Primary Lucile Neely, Grant Park Primary Fay Wise Ross, John Hope Elementary Grace J. Thompkins, Dean Rusk Elementary Lois H. Wright, Wesley Avenue Elementary

TEACHING TEAMS

Teachers	Aides	Schools
Cheryl M. Billups	Alice Dennard	English Avenue
Juliette Goosby	Mary E. Greene	Elementary
Nellie M. Howell	Agnes H. Blunt	
Sharon Pritchett	Chinaetta N. Knox	
Diane Roberson	Peggy Bonner	
Elizabeth W. Anderson	Eva F. Wilson	
Doris B. Williams	Annette Brown	
Willena T. Allen	Deborah Gaston	
Margaret D. Jackson	Gale B. Jefferson	
Verna E. Merritt	Brenda A. Spencer	English Avenue
Gertie Jean Bryant	Sallie F. Allent	Primary
Janell S. Flemister	Aileen Rackley	
Ella D. Jackson	Mary J. Walker	
Ernestine T. Johnson	Joe Ann Hector	
Faye Teague	Mae R. Quarterman	
Patricia F. Smith	Dorothy T. Jackson	Grant Park
Linda B. Hammett	Helen E. Wingfield	Primary
Vicky Patronis	Evelyn H. Banks	
Betty Jean Wyatt	Shirley Peacock	
Janet J. Milligan	Joyce W. Harris	John Hope
Harriet Petty	Patricia Williams	Elementary
Lottie Alston	Leola Jackson	
Edith Glass	Flora Mae Carter	
Anna M. Smith	Gladys L. King	

Teachers	Aides	Schools
Palma L. Williams	Luenell Gardner	John Hope
Susan E. Caller	Sarah B. Scruggs	Elementary (Cont'd)
Frances Whatley	Ethel K. Barksdale	
Elizabeth Y. Holloway	Edwina M. White	Dean Rusk
Pamela Roark	Minnie Haliburton	Elementary
Hattie L. Emerson	Delores Pickett	
Beatrice H. Clemon	Janet D. Person	
Karen Hike	Annie Alexander	
Martha M. Cleveland	Hope G. Johnson	
Amanda K. Bailey	Mary E. Franks	
Lyra G. Lee	Doris M. Driskell	
Bernice H. Luther	Gloria D. Jackson	Wesley Avenue
(Roving Kindergarten Aide)	Emily J. Baily	Elementary
Anna G. Rogers	Virginia B. Sinkfield	
Cindy Baron	Annie M. Doster	
Sara L. Bernath	Elease Thomas	
Catherine Wiley	Dorothy S. Alexander	
Ellen W. Williams	Henrietta Walker	
Deborah C. Smith	Betty Ann Rachell	
Myrna L. Yancey	Jereldean Holmes	

Parent Involvement

Parent Involvement Team Leader:	Carole M. Wright
Parent Involvement Team Social Worker:	Winifred V. Searles
Parent Workers:	Thelma Deans, English Avenue Elementary
	Jo Ann Harrison, English Avenue Elementary
	Hazel Malcom, English Avenue Elementary
	Eunice S. Evans, English Avenue Primary
	Johnnie Mae Dixon, Grant Park Primary
	Jacqueline Colbert, John Hope Elementary
	Clara Jewell, John Hope Elementary
	Frankie Yvette Howard, Dean Rusk Elementary
Parent Workers: (Cont'd)	Mattie Johnson, Dean Rusk Elementary
	Jo Ann L. Evans, Wesley Avenue Elementary
	Lena Mae Parham, Wesley Avenue Elementary
	Juanita Thornton, Wesley Avenue Elementary

Social Services

Social Worker:	Karen G. May
Social Service Aides:	Earnestine Clark, English Avenue Elementary
	Elizabeth Nettles, English Avenue Primary
	Irene McClenton, Grant Park Primary
	Jo Ann Haney, John Hope Elementary
	Maudella Washington, Dean Rusk Elementary
	Irene Gresham, Wesley Avenue Elementary

Psychological Services

Psychologist:	Marva M. Hackney

Health Services

Health Coordinator:	Joan B. Griffin
Health Aides:	Carolyn Hillman, John Hope Elementary and Dean Rusk Elementary
	Leary Malcom, Grant Park Primary and Wesley Avenue Elementary
	Theresa Wise, English Avenue Elementary and English Avenue Primary

Evaluation

Evaluation Assistant:	Linda D. Ballagas
Assistance Team: (Assistant Teachers)	Lois F. Fuller
	Lozie M. Gude
	Patricia C. Harper
	Claudette Miller
	Mildred Nollie
	Helen F. Solomon
	Annie K. Styles
	Elizabeth Turner